

Break

Egyptian diary

Egypt faces many education problems, but falling rolls is not one of them. The birthrate, which declined a little last year, has gone up again, to 2.7 per cent, one of the highest rates in the world.

The country—or that small irrigated part of it where almost everyone lives—teems with life. Everywhere you look there are people working, walking, sleeping, talking. It would be impossible to take a solitary walk in the dusty but enchanting, palm-studded countryside.

Children are much in evidence. According to government figures 83 per cent of six to 12-year-olds go to primary school, but this seems an optimistic estimate, and anyway the majority of primary schools have to operate half-day shifts.

In addition many village schools are simple one classroom affairs with a basic syllabus confined to Arabic, arithmetic, religious and health instruction. These are held in mosques or other suitable buildings, and are run by *imams* or retired teachers. Since 1976 more than 1,600 such schools have been opened in deprived areas as Egypt tries desperately to keep pace with the number of children it produces.

Old fashioned girls

It is not easy for a visitor to go into Egyptian schools. Approval must come from the ministry, and this is rarely quick or simple.

It was arranged for me to visit the Zamalak Experimental School for Girls, in central Cairo, which as its name suggests is not typical of Egyptian state schools.

For one thing it takes pupils of all ages, from (the young) nursery school children to 15-year-old secondary pupils. For another, although no school fees are paid from primary school, the parents have to pay for school transport and school lunches which, at the school's director, Madam Alyor Zaki, frankly explained, helped to keep poorer people from sending their children there and thus kept standards up.

The school itself was reminiscent of an old-fashioned and sparsely equipped English girls' grammar

school, with gloomy corridors and the 1,200 pupils in neat grey and pink uniforms.

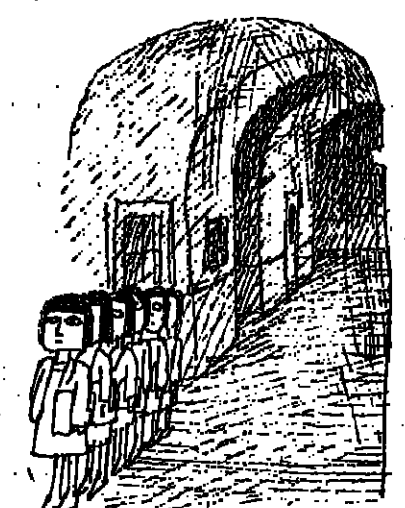
Special emphasis is put on language training and girls get drilled in English or French for up to six periods a week. Teaching is strictly old-fashioned, rote, drilled, and obedient recitations—but seems to get results.

A few selected girls came to quiz the visitor in fluent English. Who was going to win the American presidential election, they wanted to know? What did people in England think of President Sadat?

Over tea and cakes we talked of a forthcoming school trip to England. One staff member gently observed that a visit to "a popular school" might make an interesting contrast.

Camping on campus

The girls at Zamalak had high ambitions. They wanted to go to university and study medicine, science or literature. But university life seemed likely to come as a rude shock to them after their small classes of 30 or so.



Gloomy corridors.

All 12 Egyptian universities are full of bursting dorms with a student population which has grown by 55 per cent in five years. Lecturers in medical faculties will have to cope with 100 students crowding round one body, and there is nothing unusual in a lecture hall crisscrossed with 500 or more students.

The Government hopes to make technical education an attractive alternative by boosting that sector of further education, and by talking of abolishing the job guarantee now given to all new graduates (ministry and other government offices are full of underemployed graduates slowly reading newspapers).

In addition facilities at the seven provincial universities established

in the 1970s are slowly being developed.

So at Zamalak University in the eastern delta, which was established in 1974, building work creeps on while staff and students do the best they can under the circumstances. Much of the campus is still a vast building site. In the centre, surrounded by new buildings, is a traditional mud-walled Egyptian village where life goes on much as it always has. This land has yet to be purchased.

Dr Ramzy Darni, dean of the faculty of engineering, is camping out in a building belonging to commerce and law, while his students take lessons in the science faculty. Across town, the faculty of education, with more than 6,800 students, lives in what was once a secondary school.

Facilities of education traditionally have come bottom of the faculty league but the Government is now trying to encourage students to take up teaching with the offer of small student grants (there is a shortage of teachers of Arabic and English teachers, although not of maths and science teachers) and Dr Kamil Desouki, dean of the faculty, hopes this might be changing.

Came here from the arts faculty at Cairo University and I did not feel downgraded to come to a practical faculty, from an academic one.

Students who want to teach in preparatory (13 to 15-year-olds) or secondary schools must either study for four years in a faculty of education, or do a one-year, postgraduate teaching course. But pedagogical and methodological studies seem poorly developed. In the Zagazig region, school heads are paid to oversee students on teaching practice, but it appears they mark mainly on attendance—if you turn up, you can teach.

Second language

Most science and technology undergraduates study partly in English, so Zagazig University has two young British VSOs teaching English to engineering students ("How was your holiday?", they recite. "Sooner, thanks?").

Kate and Martin Lovell, aged 27 and 25, were until recently the only Europeans living in the bustling provincial centre where camels and donkeys fight for street space with lorries and people. Now a group of French girls has arrived to teach at the university.

The Lovells' two-year posting will be up this summer. It took them about six months to settle down and they have suggested to VSO that anyone replacing them should get more and better Arabic teaching than they had before leaving England.

Most of their time is taken up by university work. Their free time is spent visiting friends and going to a tailor to have shirts made of the



100 students, one body.

local soft cotton. These work out at about £2 each, they say, and should last a lifetime.

The teaching of English, the country's main second language, is a problem at every level. Many people believe standards are slipping back dramatically. Aid schemes are many and varied but not without their little local difficulties. A unit set up at Alexandria University to teach English for special purposes to students who need it for the studies has become enmeshed in internal politics. The unit is in the department of English: the three British EFL specialists who man it would like autonomy; but the president, His Excellency Dr Aly Rada Henelly, has indicated that it is not possible.

In Cairo a joint Anglo-American scheme to set up a centre for development of English language teaching in the faculty of education at Ain Shams University in the outskirts of Cairo has also run into complicated administrative and other difficulties. Handling about such problems helps to develop a new respect for those people involved in the nuts and bolts of international educational cooperation. Patience, diplomacy, hard-headedness and a sense of humour are needed in about equally large proportions.

Return to peace

Egypt is a country newly at peace, although this appears to have made little difference to daily life. A military presence is still everywhere. Bored soldiers guard all the bridges, and there are no plans to reduce defence spending, or military service. "How can we?" one general asked. "We are surrounded. The Kurds are in Libya, in the Horn of Africa."

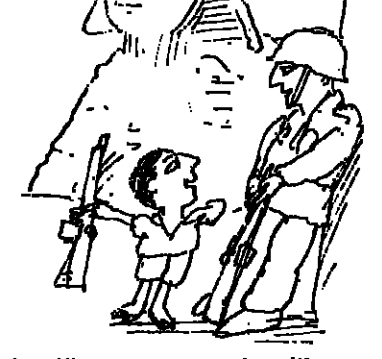
But Egypt's day-to-day relations with the rest of the Arab world remain considerably closer than politicians' statements would have

us think. An enormous number of Egyptians go to other parts of the area to work, while there are plenty of students travelling the other way into Egypt.

About 30,000 Egyptian teachers work abroad, mostly in Saudi Arabia and the Gulf States. Teachers who find their appointments through official channels must return after four years and spend four years in Egypt before, if they wish, going away again.

Most don't wish to. The need to earn a higher salary forces young people away in search of cash with which to marry or rent a flat, but most live miserable expatriate lives and settle in Egypt once they return.

Only at higher levels in the estrangement of Egypt from the rest of the Arab world having an effect. Interdiction 80, an educational materials fair to be held in Cairo this autumn, was planned as a major regional trade event. Now its organizers are putting out slightly desperate



A military presence is still everywhere.

ate publicity noting there are signs everywhere of "a gradual lifting of the economic boycott imposed on Egypt after the peace treaty was signed with Israel."

Hilary Wilce

Next week

From ACE to STOPP—a pressure group guide. How did they start? How do they operate? How influential are they? Christopher Price, MP, introduces a new TES series. John Weightman on a new biography of Somerset Maugham. Bernard Crick reviews some recent studies of political violence. Special reviews of CSE and middle school textbooks. Extra: dictionaries, encyclopedias and atlases.

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Deadlock likely after 10pc offer

The teachers' 20 per cent pay claim met an employers' response of 10 per cent this week on condition that a deal was reached on hours and lunch-time supervision. The offer was turned down and the claim is close to being sent to independent arbitration. Richard Garner reports.

Pay claim set for arbitration

Talks will resume today in the British Committee in an effort to bridge the gap between the management's offer of 10 per cent to the teachers' 20 per cent claim for pay rises from April 1.

The offer was rejected on Wednesday as inadequate because it was not an agreement on hours and conditions of service. Mr Fred Jarvis, leader of the teachers' side in the committee, and general secretary of the National Union of Teachers, described the management's response as "absurd". Teachers were told that every year a 1 per cent increase in pay was equivalent to the loss of 5,000 jobs.

The offer is marginally higher than the 7 or 8 per cent the local authorities were saying they could afford last week.

After the five hours of talks, separate meetings and private discussions, it now looks extremely likely that the claim will go to arbitration.

Teachers were citing recent pay increases, which showed settlements ranging between 16 and 19 per cent. Schools also show that prices are rising at the rate of just under 20 per cent annually and that average increases in the 12 months to February were 18.6 per cent. There were mixed feelings over the likely reaction to a breakdown in negotiations. An NUT executive member said: "It is difficult to see the mood of teachers. There is a reasonable acceptance on Clegg's side but not too bad provided it is awarded."

An executive member of the National Association of Schoolmasters/Union of Women Teachers said: "We are not happy with Clegg and—if the management don't make some attempt to meet us—I would expect some reaction from teachers."

The NAS/UTW this week rejected a claim that the Clegg award took teachers to within 5 per cent of the pay levels set by the Houghton committee of inquiry in 1974. They said Clegg's figures were based on the relative pay of non-manual workers whereas—if manual workers' earnings were also taken into account—teachers had slipped further behind their 1974 pay level.

Just before the talks resumed, the *Financial Times* published some bleak news for the unions. Figures compiled for the paper's Jobs Column yesterday, showed that the largest group of people registered with the Government Professional and Executive Recruitment Agency were teachers.

Nearly 19 per cent of unemployed workers of higher than elementary standing in England, Wales and Scotland were teachers. They came top of the PER league table for unemployment after a special count was made on April 1 of all those registered with the agency.

A total of 12,293 were on the agency's files and this represented just over 2 per cent of the total teaching force.

Agreement on Clegg, page 9.



Dr Frank Hanford-Miller waving the flag at a St George's Day festival and children's celebration of "Merric England" in Trafalgar Square, London, last Sunday. Dr Hanford-Miller is chairman of the Save England Crusade, a mathematics adviser to the Inner London Education Authority and a former teacher at Haverstock Comprehensive.

This week

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Chess

Discretion the better part of valor. When, as White, you start with a rather slow opening, that is to say with an opening in which you delay development in order to weave some positional web, you have to be extremely careful not to allow your opponent the chance of a fierce and successful counter-attack. The trouble is that all too often, when one is absorbed in the idea of gaining some positional advantage, one neglects to notice that the adversary is missing his pawns for a formidable onslaught on one's King.

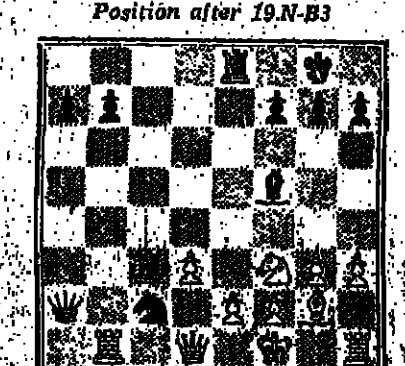
The opening in which this danger is most likely to be called that opening, the English King's Indian Opening and, to be precise, since in the days when I was an active chessman, I speak from bitter personal experience, as to the dangers that lie in wait for the positional player.

I found that the best way of meeting such onslaught was to accept material that I could first safely resist, that I was able to cope with the subsequent attack, but to decline the offered sacrifice if I was able to secure a positional advantage in so doing. For in this

latter case I would succeed in thoroughly disconcerting my opponent and take him, as it were, on the wrong foot.

In the following game, which was played last year at a tournament in Val Thorens, White wrongly accepts the sacrifice and Black wins a most brilliant game as a result.

Position after 19.N-B3



(a) The QP file is to be left to the Black since if 22.Q-B3, P-K3, 23.Q-B4, P-N3, 24.Q-B5, P-K4, 25.Q-B6, P-K5, 26.Q-B7, P-K6, 27.Q-B8, P-K7, 28.Q-B9, P-K8, 29.Q-B10, P-K9, 30.Q-B11, P-K10, 31.Q-B12, P-K11, 32.Q-B13, P-K12, 33.Q-B14, P-K13, 34.Q-B15, P-K14, 35.Q-B16, P-K15, 36.Q-B17, P-K16, 37.Q-B18, P-K17, 38.Q-B19, P-K18, 39.Q-B20, P-K19, 40.Q-B21, P-K20, 41.Q-B22, P-K21, 42.Q-B23, P-K22, 43.Q-B24, P-K23, 44.Q-B25, P-K24, 45.Q-B26, P-K25, 46.Q-B27, P-K26, 47.Q-B28, P-K27, 48.Q-B29, P-K28, 49.Q-B30, P-K29, 50.Q-B31, P-K30, 51.Q-B32, P-K31, 52.Q-B33, P-K32, 53.Q-B34, P-K33, 54.Q-B35, P-K34, 55.Q-B36, P-K35, 56.Q-B37, P-K36, 57.Q-B38, P-K37, 58.Q-B39, P-K38, 59.Q-B40, P-K39, 60.Q-B41, P-K40, 61.Q-B42, P-K41, 62.Q-B43, P-K42, 63.Q-B44, P-K43, 64.Q-B45, P-K44, 65.Q-B46, P-K45, 66.Q-B47, P-K46, 67.Q-B48, P-K47, 68.Q-B49, P-K48, 69.Q-B50, P-K49, 70.Q-B51, P-K50, 71.Q-B52, P-K51, 72.Q-B53, P-K52, 73.Q-B54, P-K53, 74.Q-B55, P-K54, 75.Q-B56, P-K55, 76.Q-B57, P-K56, 77.Q-B58, P-K57, 78.Q-B59, 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As the Union Jack was lowered in Salisbury last week another winding down process was underway in London.

Since UDI, Britain has run a special training programme for Rhodesian Africans. By the end of this financial year more than £30m will have been spent on the vocational and academic training of about 5,000 students. It has been a unique scheme, and a very proper acknowledgement of the country's responsibilities towards black Rhodesians disadvantaged by the rule of the white minority regime.

Now, rightly, it is to come to an end (page 11). Students will be allowed to finish their courses; but all new educational aid to Zimbabwe will go through the normal channels. The level of this aid, however, seems likely to be pitifully low. If Britain's record in this field has been reasonably good up to now, it does not seem set to continue that way.

The aid package of £75m spread over three years is meagre. Tanzania and Kenya, for example, have each been getting about £30m a year. Detailed allocations of Zimbabwe's aid have yet to be worked out; but police training, broadcasting, the civil service and the foreign service have been named by Prime Minister Robert Mugabe's new Government as priorities, and urgent agricultural reconstruction will account for more cash. British aid sources say little is likely to be left for education.

It is vital, however, for the stability and development of Zimbabwe that its devastated education system be set on its feet as quickly as possible.

The country desperately needs skilled and educated manpower. As a result of seven years of bitter fighting more than 1,000 schools in the country have been closed and more than half the black



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school population has had its education disrupted. When the system was functioning fully it only spent £30 on each black child, as compared with £329 on each white child, and the general level of this very basic education has slipped back drastically. Whites, most of them skilled workers, are still leaving the country at the rate of 550 a month. And thousands of the country's brightest and best young people have given their teenage years to the bush war and are now ill-equipped for civilian duties.

The effects can be seen at the highest levels. Zimbabwe's new Minister for Youth, Sport and Recreation, Ms Taurai Ropa, aged 25, cheerfully admits that her education, which finished at about fourth form level, is not what it might be.

The country must also have a stable, equal education system if it is ever to knit its population, deeply divided by race and tribe, into a unified whole. Today the relief of peace and the euphoria of independence are overcoming dangerous divisions, but these are hot air emotions that cannot last. Tomorrow's Zimbabweans need shared attitudes and knowledge, learned at school, if the country is to keep from sliding back into civil war.

Lastly, and most seriously, expectations in Zimbabwe have risen to frightening heights and must be met, at least in part. In Africa education is prized in a way that is hard for Westerners, accepting it as their right and due, to appreciate fully. If independence means a better life, it quite definitely means improved educa-

tional opportunities. And if these are not forthcoming the consequences within the fragile new nation could be serious.

No one knows this better than Zimbabwe's new Minister for Education, Dr Dzingai Mutumbuku, who has already had to go back on pre-election promises of universal free education. He has identified sensible priorities: crash teacher training, the reopening of schools, and an adult literacy programme, but it remains to be seen whether he can find the means of making progress even in these limited areas.

His job will be uphill all the way, without the aid, at least from Britain, that he might have reasonably expected.

Zimbabwe's independence is bound to have powerful ripples among the highly-aware black school population of neighbouring South Africa, which is once again simmering with justifiable discontent.

Thousands of Coloured pupils have been boycotting their schools this week in protest against what they say—and is—their second-class education. At the time of writing the protest was a peaceful affair—South African politicians and policemen have learnt a little subtlety since the bloody riots of 1976 left 700 dead.

But such protests inevitably will become more insistent. Young South African blacks are learning that their voice is heard. And the independence of Zimbabwe, like the independence of Mozambique, five years earlier, will remind them that history seems to be on their side. White South Africans live in fear of a repeat of the Soweto riots, and as long as they refuse to dismantle apartheid in schools and elsewhere they have every reason to do so.

A switch to reckon with

Most experts reckon that it is fairly easy to save 10 per cent on housing and lighting public buildings such as schools and colleges. Some would put the average potential saving higher, at 15 per cent or, for education, about £24m a year. When the total spending on books in schools and colleges last year was only £65m, that is a saving to be reckoned with.

Of course, both central government and local authorities are aware of this, and it is a safe bet that in some department in every local authority someone will be beavering away at the problem. But it is a pretty diffuse and low-impact campaign. Even the small grants available to help people "save it" are now being trimmed (page 3).

It may be open to question whether expensive consultancy services, of the kind Devon say they cannot afford without government help, are essential if significant savings are to be made. But few people would disagree with the experts when they say no campaign will succeed unless the day-to-day users of buildings are alert and informed enough to tackle the business of saving energy.

At the moment some authorities are not even prepared to tell heads of schools what it costs to heat and light their buildings; let alone give them any direct incentives to save in the form of increased cupboards, or Devon is considering. No doubt people would argue that it would be unfair to let an easily heated modern school benefit directly from savings it made on energy, while the antiquated place down the road struggled to keep warm at all. But similar arguments about the unfairness of different levels of parental contributions to school funds have not prevented schools from benefiting from them.

There seems to be some for local experiments here. And nationally, the Government could help by focusing the energy saving campaign, and making the energy saving direct responsibility for helping those who manage public buildings to cut consumption. At the moment responsibility, and grants, are scattered between departments. They might then promote the one education cut that genuinely does not harm the fabric of education.

No comment

Peter McGuire, of Trinity and All Saints Colleges, was a pioneer of the first communication course at degree level in Great Britain. Recently he has designed a contextual map to locate relations between the disciplines, used in a multi-disciplinary approach to communication studies. From a Media Studies Association announcement of a one-day conference.

NEWS

Battle to save library goes to High Court

A campaign to save the Winstanley Junior Library in Battersea, South London will come to a head in the High Court today when Wandsworth council seeks a possession order against families who have staged a 64-day occupation in protest.

Tory-controlled Wandsworth wants to close the children's library—set in the heart of a high-rise council estate—and to merge it with an adult library nearby. Savings would be minimal—£465 in the first year—since the council has promised not to sell the building.

Mr. Christopher Chope, council leader, says the reasons behind the merger are "professional and cost-cutting".

All the evidence shows children do better going to their parents' library, he said. But at a public meeting 150 parents voted unanimously against the move then occupied the building as a "last resort". They say their children use the library as a "second home".

Sarah Bayliss



Young readers line up outside the library threatened with closure.

Adult passengers will help subsidise school bus services in rural areas

by Biddy Passmore

A change in the law is on the way which will help the school bus service to survive in rural areas. Environment ministers plan to introduce an amendment to the Transport Bill, about to start its passage through the Lords, to make it easier for local authorities to carry adult, fee-paying passengers on school buses.

At present, complicated licensing restrictions mean that adults can rarely be carried even though there may be empty spaces and despite the fact that in some areas, school buses are the only means of public transport.

Under the new arrangements, local education authorities will be able both to provide a service for older people and to increase their revenue.

It is rumoured in Whitehall that some ministers were contemplating an amendment to the Transport Bill to reintroduce the school transport clause through the back door. However, the suggestion was swiftly rejected when they realised the impossibility of getting a proposal through the House of Lords which was resoundingly defeated only six weeks ago.

Oxfordshire County Council, which is proposing to introduce bus charges for schoolchildren at church schools, is to be taken to court by the Roman Catholic diocese.

The council is taking advantage of a gap in the Education Act, which does not oblige them to pay for children to travel to church schools. However, all councils have up till now used their discretion to provide free transport in these cases as a result of the "religious settlement" reached at the time of the 1944 Act.

Fuel savings study cancelled due to government cutback

Steps to end fuel waste in Britain's schools and colleges could save nearly £30m a year, says a firm of management consultants. It accuses the Government of discouraging local authorities from going all out for savings.

Fuel conservation experts, including the Department of Energy's own staff, reckon that up to a sixth of the heat and lighting in schools could be cut simply by using existing equipment properly. A few local authorities have already saved about £1m this year after taking energy advice.

But now the Department of Energy has cancelled the grants scheme for energy surveys. It has admitted that PA's conservation team, says that heads could do the job if they were given advice.

'Super salaries' may solve shortage

Super salaries are the only way to attract the shortage of good mathematics teachers, says a House of Commons spokesman on Friday. Dr Keith Thompson, a former Tory education spokesman, said that whatever the teaching profession was worth, it would have to be paid that much.

He quoted a report that ICI estimated a national shortage of 4,000 maths teachers, which he said was twice a Government estimate of five years ago.

The Department of Education and Science said later that the number of leavers as a result of their advertising campaign for people to retrain as shortage subject teachers had now reached 6,500.

Commons debate, page 10.

Switch urged to part-time study courses

Local authorities will be asked to consider switching cash from full-time to part-time further and higher education in a discussion document to be issued by the Department of Education and Science this summer.

Civil servants have been looking at this and other options for increasing part-time studies, particularly since the Finiston report and Model E of the last Government's discussion paper *HE into the 1990s* emphasized the need for continuing education and for updating the knowledge of those already in employment.

Discussions between civil servants and colleges have shown that a number of educational institutions were being hampered by financial and administrative arrangements from offering part-time opportunities. For example, when grants are allocated to institutions, part-time students are converted into full-time equivalents. This fails to take note of the special staffing arrangements needed to set up short courses.

The discussion paper will concern universities, polytechnics and FE colleges which run part-time and short courses, both the one-off course and the type of course that can be pursued in modules throughout a career. It will identify the sort of courses that need to be promoted and the problems hindering institutions and will ask for suggested solutions.

The DES document will make two suggestions in particular—that more money and effort be switched from full-time to part-time studies, and that part-time work in polytechnics be developed.

Stars and trade unionists at rally

Stars from the stage and the world of music will join forces with trade unionists and teachers at a rally in London next week organised by the TUC in defence of education.

IBA boost to educational television

by Carolyn O'Grady

Two days after the BBC governors confirmed cuts which are likely to include 10 per cent from education programmes, the IBA has announced that it plans to triple its adult education provision by 1983.

Lady Plowden, chairman of the IBA, said on Saturday that 15 per cent of the fourth channel would be for directly educational purposes.

There would be about 20 adult education subjects from which to choose on independent television and on the fourth channel, she said in Manchester.

The fourth channel was likely to be on the air for about 50 hours a week to begin with. New education programmes would be accessible to home viewers and to evening institutes mainly in the evening.

Cuts in BBC educational broadcasting are likely to come first in educational supporting services working with the schools broadcasting council and in publications which accompany programmes.

In this month's issue of *Ariel*, the BBC home magazine, Mr Aubrey Singer, Head of BBC Radio, says that savings would be made in continuing education by moving "90 minutes a week which normally goes out on just VHF to VHF and longwave".

The governors have agreed to review cuts proposed for the educational budget of BBC Scotland for next year. At one time these were to be 25 per cent.

Lancashire passes buck to heads on rising fives

Head teachers of Lancashire primary schools will have to decide individually whether their schools revert to an over-fives admission policy. This is one of 11 recommendations to be made to a meeting of the county's education committee next Tuesday. It is part of a £13,000 package designed to recoup the shortfall caused by the loss of the transport clause in the Education Bill and follows cuts in Lancashire this year of £94m (£11.4m in a full year).

This week's general purposes sub-committee also recommended a 10p charge for swimming lessons. Another proposal is for parents to be asked to act as unpaid help to teachers in new nursery classes in primary schools.

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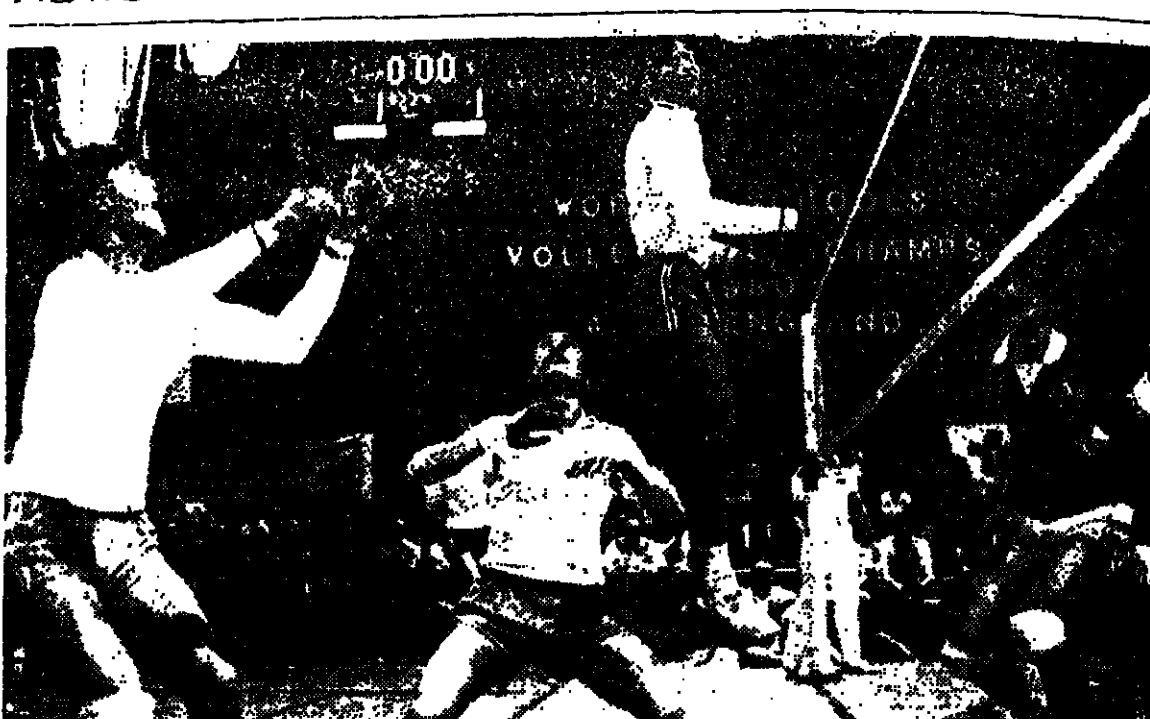
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NEWS



The world school volleyball championships in Bath ended on an exciting note last week when the Yugoslav team beat the Chinese (pictured above during the final) in a marathon final lasting two hours and 31 minutes. Yugoslavia, represented by Bogdan Ogrizovic, Zagreb, defeated No 1 Middle School, Kuantong, 11-15, 15-10, 15-13, 5-15, 14-13. The girls final was also a China-Yugoslav affair with the Jinan Middle School, Shantong, beating Bogdan Ogrizovic, score 15-4, 15-7, 15-4. Mr Colin Roberts, spokesman for the English Schools' Volleyball Association, says that the event was also a great success off the court where friendships had been cemented. The girls of Speedwell School, Bristol, and the boys of Campton School, Liverpool, represented England but did not get near the winners' podium.

Unions back move to return to 11-plus in Northern Ireland

by Paul McGill

There is now a strong possibility that Northern Ireland will turn back the clock and return to the 11-plus selection system last used in 1976. Support for the move has come from the Ulster Teachers' Union and the National Association of Head Teachers.

At its annual conference, the UTU overwhelmingly passed a resolution calling for the return of the 11-plus, although the debate was in private. It is known that the main argument for it was the nuisance of the existing system to primary principals.

In his opening address, the outgoing president, Mr Walter L. Brown, said the present procedure "has highlighted the fact that the band of children deemed worthy of scholarships and a mainly academic education could be raised from 25 per cent of the age group to 40 per cent without any talk of a change of standards in grammar schools."

He complained that, more than ever before, selection was in the hands of grammar schools. Yet it is the primary teachers, especially primary head teachers who have to make detailed professional assessments and who have to face the pressures and dissatisfaction of parents with the present system.

Mr L. Brown recommended that selection should be more objective and that the range of the age-group considered as borderline cases for grammar school admission should be narrowed.

The NAHT, which has gained about 100 members in Northern Ireland since its arrival last year, also claimed last week that there was widespread support among principals for returning to the 11-plus. A survey of 75 of its own members showed only one supported the present system, while four-fifths wanted formal tests.

The survey produced no clear view on what kind of tests should be used. Significantly, though, nobody wanted a single verbal reasoning test, as was used in the 1979-80 procedure. The favourite, but minority, answer was one verbal reasoning test, along with English and arithmetic but there

was also substantial support for two VR tests and some backing for English and arithmetic alone. When the 11-plus was abolished in 1976, it was of the understanding that the new transfer procedure would be used for only two years, during which time Northern Ireland would move towards comprehensive education.

The then Education Minister, Lord Melchett, did not impose any deadline for the transfer procedure. It was done in Britain, the process of reorganization dragged on and the change in government last year led to the dropping of comprehensive education as official government policy.

The main features of the new transfer system are that children take non-attributable comparability tests. On the basis of these certain number of different grades. The school then assesses the pupils and allocates whatever number of top grades it has been advised to accept.

Parents express a preference for the schools they want their child to attend, but the decision on admission rests with the secondary school, taking into account a progress report from the primary school, the child's abilities and any other factors the secondary school wishes, such as family links with the school or pupils in the school's prep department.

While these features have remained largely unchanged, other aspects of the system have changed completely in a bid to win public support. In the first year, children were graded from one to three in each of the three tests; the next year, grades P, Q, R and S were used, S covering the bottom 50 per cent of the assessed ability range.

This year, the grades have been compressed into P, R and S, with the added complication of P- (referred to as P dash or P minus). This is the appropriate grade where the primary principal believes the child should get a P grade but does not have enough P to go round.

Many find it hard to see the point of a non-attributable test, especially

since the number and type of tests have changed every year. The formality of the test has also changed. In the first two years, the Department of Education stressed it should be taken as a normal part of school work, supervised by the children's own teacher.

But this led to an outcry about abuses in the system. Since the tests could be taken in different schools on different days, a child might know the question on the paper beforehand. Moreover, there was nothing to stop a teacher opening the papers several days in advance or from telling the pupils what the answers were.

Although no individual child could benefit directly from such laxity, they could benefit indirectly. The better a school performed in the comparability tests, the more grammar school places. As a result, the department changed direction and this year's tests were set on the one day with outside supervision and strict control over the papers.

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NEWS

Clegg pay deal agreed, but no commitment on conditions of service

by Richard Garner

Pay increases of between 17 per cent and 25 per cent—extra-curricular activities which are part of the professional obligation of teachers to pupils, parents and schools.

Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' panel on the Clegg Commission, said: "We accept what the report says is a description of what teachers are doing but they have not got an additional agreement on conditions of service. That would be a misrepresentation of what has actually happened. That has to be discussed separately through the Council of Local Education Authorities."

However, the National Association of Schoolmasters/Union of Women Teachers, which is boycotting the separate talks on conditions of service, later announced its total opposition to any such agreement. Mr Ron Cocking, the union's national treasurer, said: "As a result of this morning, we're not committed to anything."

Apart from this issue, there was very little discussion about the Clegg report. The teachers' panel had met the previous day and decided unanimously to accept the report with the NAS/UTW and the National Association of Head Teachers—both of which had earlier voiced opposition to the Clegg-falling-in-line with the NUT, the Secondary Heads Association.

increases "take into account the wide range of extra-curricular activities which are part of the professional obligation of teachers to pupils, parents and schools."

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Salaries will fall behind again, warns union adviser

One of the experts who helped the teacher unions frame their evidence to the Clegg Commission has warned that teachers' salaries will soon fall well behind pay in the private sector once again.

Mr John Hughes, principal of Ruskin College, Oxford, which advised the teachers on their response to Clegg, predicted at the weekend a further downward slide in the relative salaries of teachers just as there was after Houghton.

Mr Hughes told the annual conference in Oxford of the Campaign for the Advancement of State Education that Clegg had found that teachers' salaries were 18 per cent below the starting salaries of other graduates. This sort of imbalance would soon occur again, he warned. In a period when there were severe cash limits and real wages were falling in the private sector, he said, especially once there was a revival in growth rate in the private sector.

He added that at the moment local authorities were encouraged to be malevolent and were financially trapped in an acute dilemma.

Professor A. H. Halsey, professor of social and administrative studies at Nuffield College, Oxford, told the

conference that while complete abolition of public schools was unrealistic, all privileges such as charitable status should be taken away from them. He added that no one who has a child at an independent school should be allowed to take any part in the governance of maintained schools on the grounds of "moral turpitude". He added that he would not allow any civil servant who had a child at an independent school to work in the Department of Education and Science.

On Sunday the conference decided to ask Mr Michael Heseltine, the Environment Secretary, to write to local authorities to remind them that "members of education committees who have a direct or indirect pecuniary interest in non-maintained schools (such as governors, managers, teachers, other employees, parents or members of pupils' organisations) should declare this interest and refrain from voting when matters to do with such schools are decided."

The annual meeting also expressed concern about the new Education Act's provision for recruitment between I.E.A.s. CASE chairman Mr Tony Mitchell, commented: "Local authorities are now allowed to poach across each other's boundaries for children that they want in their schools. Perhaps our organisation should change its name to the Campaign for the Defence of State Education."

Dons angered by delay until next year

University teachers reacted with anger this week after being told they would have to wait at least a year before the Clegg Commission produced a report on their pay claim.

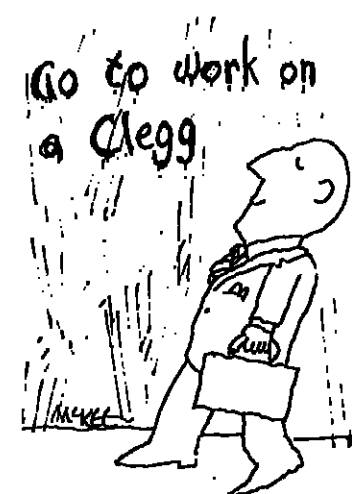
Leaders of the 32,000-strong Association of University Teachers were holding an emergency executive meeting today to decide what action to take. The union may consider withdrawing the reference to the Clegg Commission at its council meeting next month.

Mr Sapper, the general secretary, said: "Our members have been firmly promised a final

Clegg increase on October 1. There is no way we are going to be content to have this increase delayed any further.

"This would be a breach of an agreement entered into in good faith and we are asking the other party to the negotiations to join with us in finding a solution to this problem which has left us all in difficulty."

The university teachers were told last week that the Clegg Commission was planning to mount a job-evaluation exercise which was likely to take six months to complete. After carrying out the exercise, the commission felt it would take at least another six months to come up with its conclusions.



tion and the Assistant Masters and Mistresses Association, which had already accepted it. The executive of the NAS/UTW has, however, said it intends to base its future pay claims on Houghton and not Clegg.

Teachers are unlikely to receive their rises until June because the pay deal has to go to a special conference of the National Union of Teachers probably early next month—before the union can ratify it.

The top rise of 25 per cent goes to only a handful of heads of the largest comprehensive schools while the lower limit of 17 per cent is for teachers at the bottom end of the pay scales. Under Clegg, the average salary rises from £5,184 in March 1979 to £5,669 by September, 1980. The new starting salary becomes £3,780 with the highest-paid head receiving an increase of £3,147 a year, producing a new maximum of £15,732.

American eyes on settlement in Scotland

Details of the Clegg report were being studied last week on the east coast of the United States by teachers hoping to come to Britain to improve their salaries.

Four education advisers from Scotland's Strathclyde region travelled to Boston to interview over 70 teachers to teach shortage subjects in the region's secondary schools. Last year, Strathclyde employed 20 American teachers of mathematics, physics and technical subjects. There is an acute shortage of secondary teachers in these subjects in Strathclyde.

The authority said that in the adverts placed by Strathclyde in the American press American applicants had been promised "a substantial increase" when the Clegg report was pending. Salaries in the big American cities were much larger than in Britain, but in some of the smaller rural areas they were lower and the Clegg award might be an inducement.

Strathclyde's education chairman Mr William Barclay said that the authority had had to prove to the Government that they had tried unsuccessfully to fill the shortages with home-grown recruits. He added that there would still be shortages even if all the 75 applicants on the short list took the jobs.

Scottish teacher unions are not opposing Strathclyde's action, though they emphasised the need for longer-term government action to provide shortage subject teachers.

Internationally known academy at 'risk' Governors attack art college merger plan

by Hazel Shaw

Avon education committee decision to merge Bath Academy of Art with Bath College of Higher Education is meeting fierce opposition from the governors of the academy and others concerned.

The decision which is subject only to the approval of the council's Resources Coordination committee was taken, it is claimed, without proper consideration being given to alternative proposals aimed at meeting the economic and logistic problems of the two institutions.

Numbers at the college of higher education with a site in Bath and its base three miles away at Newton Park have been falling, leaving gaps in both accommodation and the curriculum.

The academy with three sites in Corsham, about nine miles from Bath, needs to replace and refurbish its existing teaching accommodation. It is clearly attractive for the Avon policymakers to take the view that putting the institutions together will solve many of the problems as well as tidying up their provision by bringing the academy back in to the boundary of Avon.

It also makes sense for them to sell two substantial sites in Wiltshire and have the opportunity to develop accommodation at Corsham Court, held on a long-term repairing lease.

Equally, anyone with experience of art education in Britain and of Bath Academy's contribution, in particular, will not be surprised that the move is being vigorously opposed.

From its establishment at Corsham in 1946, four years after the

building which housed the 90-year-old Bath School of Art had been destroyed by bombing, the Bath Academy of Art under its previous principals, Clifford and Rosemary Ellis, quickly won an international reputation for its pioneer work in producing not only specialist art teachers for schools of general education but also practising artists of a high calibre.

The academy has a history of association with eminent people, such as Sir Kenneth Clark, Professor Martin Fry, Sir Roland Penrose, John Piper, Sir William Glock, Richard Smith and Basil Taylor and teachers like Kenneth Armitage, Adrian Heath, Howard Hodgkin, who was also a student there, Peter Lanyon and William Scott.

Like other art schools of national status, it offers BA honours. Those opposing the merger fear that it will lose both its identity and its distinguished staff. If it becomes just another department in a college of higher education.

Also they question whether good potential art students will continue to opt for courses at Bath, in preference to the London art schools.

Neither of these fears, however, are shared by Geoffrey Cramp, Avon director of education and one of the principal instigators of the move. "I think that both institutions would gain through the merger. I have not the slightest doubt of that."

Any drastic changes of the kind described would inevitably involve revaluation of the new institution and its courses by the Council for National Academic Awards, which would need to be satisfied that the required standards were met.

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Any teachers who wish to participate in the scheme should write to: The Education Officer, Public Information Office, House of Commons, London SW1A 0AA, stating the approximate number of children they would like to bring. They will then be sent details of the scheme and a booking form.

School to work

The House of Commons debated the Finniston report for the first time on Friday. A bare half-dozen MPs attended—including the two Ministers who had to be there.—Mark Jackson reports.

Britain has no constant shortage of engineers, House of Commons told

The conventional view that Britain badly needs more engineers—enshrined in the Finniston report—is now questioned by the Government. The Education Under-Secretary told the Commons on Friday that he suspected there was no constant shortage of engineering graduates.

The report's assertion that as many engineers as possible should be produced has been challenged twice recently—by the Council of Engineering Institutions last week and, earlier, by Warwick University's government-funded manpower forecasters.

The view that the demand is more likely to be for improvements in the quality rather than the quantity of graduates was put to the Commons by Dr Keith Hampson and endorsed by Mr Neil Macfarlane, the Under-Secretary.

Dr Hampson, who headed the pre-1974 Tory party, group, which put forward its own proposals for radical reorganisation of engineering training and regulation, was attacking a motion calling for early action on the Finniston recommendations. He suggested that Finniston could have as great an effect as had the Robbins report, but that there was a danger that the matter would be left to the market to sort out. Too many government departments, each susceptible to pressure groups, were becoming involved.

Mr Michael Marshall, the Industry Under-Secretary, said that the Department of Industry's consultations were proceeding "with great speed" and that it had received 280 representations by the deadline at the end of last month. "We hope that something will come through before the summer," he promised.

Mr Macfarlane, however, said that evidence was still coming into his department "from educational bodies and that while there was a wide welcome for the report's general message, there was not unanimity about all its prescriptions. It is important that this debate should be continued, until we see the emergence of a consensus," he maintained.

All the educational implications would be considered at a two-day national conference in October, in which "the world of academia"



Neil Macfarlane: challenging widespread beliefs.

the engineering institutions, and the Government would take part.

Mr Macfarlane, however, was less enthusiastic about a second report. Dr Hampson's motion demanding an urgent review of "the current fragmented provision for the 15 to 18 age group". Dr Hampson had called for an integrated youth programme, including apprenticeships and vocational further education courses, which would keep youngsters, who did not want to stay on at school, off the job market for about two years.

He maintained that the Government agencies concerned—the departments of education, industry, and employment, the Manpower Services Commission, and the Industrial Training Boards, needed to be brought together "in a more coordinated form" to make it possible.

Mr Macfarlane said that the Government had continued discussions on the 16 to 19s consultative document issued by the previous administration and were now analysing the responses.

OECD moves to end 'job segregation' of women

by Jane Jessel

PARIS Governments should invest in educational development, training and retraining to increase the opportunities of women in employment, to improve their skills and to help them to adapt to new technologies. This was one of the principal conclusions to emerge from a high-level conference on the employment of women, held last week in Paris by the Organisation for Economic Co-operation and Development (OECD).

Ministers and senior civil servants from the 24 member nations of the OECD attended the conference. Britain was represented by Lord Gower, Minister of State at the Department of Employment.

The conference, starting from the belief that men and women should have equal opportunities for paid employment, independently of the rate of economic growth and conditions in the labour market, emphasized the essential contribution that female employment makes to economic and social growth. Economic, social and educational policies should reflect this, it said.

The introductory report by the OECD Secretariat said the number of women in paid employment is rapidly increasing—the level has now reached about 40 per cent in most OECD countries—but they continue to be overwhelmingly segregated into a narrow range of traditional occupations and lower grades, and receive less pay than men for comparable jobs. One reason for this, cited in every national report, was the influence of traditional attitudes of parents, teachers, vocational guidance authorities and employers.

The conference president, Mr Svend Auken, Denmark's Minister of Labour, emphasized the importance of education as a prerequisite for equal employment. "Girls and boys make their most vital decisions on future life by the age of 10 to 15 years, and therefore the educational system is very important in shaping the expectations of men and women," he said.

"Education can demolish the tough barriers segregating many domains in the labour market and recurrent education possibilities through the length of a person's working life seem of special interest."

LETTER

Big cuts in MSC courses

Sir,—In Mark Jackson's article "Training expansion dropped" (April 4) he states that MSC preparatory courses are not being cut. He may be interested to learn that our experience in Greater Manchester indicates a quite different state of affairs.

During February and March it became clear that MSC were making quite drastic cuts in preparatory courses in Greater Manchester. The total effect is to cut the number of places available from a present level of 220 to only 90 from September. The extent of the cuts leaves the north of Manchester without a preparatory course.

In addition, the duration of the remaining courses will normally be 12 weeks, instead of 36 weeks, which is presently the standard length of course. The cut in the duration of the course effectively changes the nature of the course, making it little more than a refresher course.

The effects of these cuts are extremely serious. There have already been waiting lists for preparatory courses, which anyway are not widely advertised. Now in times of increasing unemployment, there are even fewer preparatory course places. Despite the very best efforts of local authority basic skills provision, it will be impossible to replace the lost opportunities for people in need of such full-time courses.

There are, then, some serious cuts

in MSC spending on preparatory courses taking place. We suspect that we are not the only people affected either, and we would urge you to question MSC more closely about the extent and nature of their expenditure cuts.

JOHN BOOKER, Manchester Literacy Project.
BILL GRUNDY, North Hulme Centre.
DOROTHY BANKS, Abraham Moss Centre.
JENNY HUBBARD, Moston College of F.E.
BRIAN SIDWELL, Bolton Technical College.
STELLA FITZPATRICK, Gatehouse Project.
JACK HOKGATE, Swinton Adult Education Centre.
DAVE PACKHAM, Lecturer in ESL.
SANDY HOVLAND, Wheeler Community Education Centre.

The MSC's Training Services Division explains: "Yes, places are being cut in the north-west and in London area, but being increased in some other places such as Scotland and Yorkshire so that the national provision will be nearly the same as last year—with just under 3,000 people starting courses compared with 3,630 in 1979-80. The length of courses is being reduced as part of a general drive to increase TOPS productivity."

NEWS

Few signs of action' on repeated pledge to give more time to English

Government reports had given more time in the core curriculum for English but there were few signs of the pledge being acted on, said the opening speaker at the annual conference of The English Association, Cambridge lecturer John Adams.

The Department of Education and Science and HMI documents were not as new, he said. "Many of us are entering our infant schools and primary schools in the year of the changes in our curriculum. What are the changes in our curriculum? What are the changes in our curriculum? What are the changes in our curriculum?"

He recalled that the Schools Council Working Paper 62, English in the 1980s: a programme of support for teachers looked for a synthesis of past research, ideas and teaching approaches when what was needed was a programme, not just in English, teaching, to prepare pupils for under-employment rather than unemployment. Attention should be paid to the leisure and aesthetic needs of the present school population who would be going out to a shortened working week.

Looking ahead into the 1980s to a time when falling rolls would lead to contraction in teacher training, fewer specialist teachers and English teachers redeployed into other subject areas, he called on English Associations to impress on local authorities the need for English teaching to remain a specialist subject and not one to conveniently fill timetables.

He recalled that the Schools Council Working Paper 62, English in the 1980s: a programme of support for teachers looked for a synthesis of past research, ideas and teaching approaches when what was needed was a programme, not just in English, teaching, to prepare pupils for under-employment rather than unemployment. Attention should be paid to the leisure and aesthetic needs of the present school population who would be going out to a shortened working week.

Mr Lane proposed: the closest possible coordination of the work of the different ministries concerned—the Home Office, Employment, Environment, Education and Science, Health and Social Security and with agencies such as Manpower Services Commission.

Higher priority to inner-city pollution with economic revival as the objective; switching resources to where they were most acute, even within present financial constraints.

His plan would help to alleviate the kind of urban frustration he had seen among Bristol: a feeling of non-belonging, non-acceptance, unemployment, and of the police and lack of action.

He hoped that the ethnic minority communities would also respond positively to a more united and purposeful, and through their leadership in seeking to improve relations between blacks and the police.

"If we do not act urgently and our relations deteriorate during 1980s, our generation will be condemned for a failure of nerve, vision and humanity," he said.

Observing the country code was a precious educational resource to be used by well prepared teachers as an extension of classroom. But farmers cannot be expected to welcome coachloads of school children merely for a day.

Conference on "The Farmer as Teacher", held at the last weekend, drew nearly a hundred teachers and farmers. The conference was organized by the Association of Agricultural Teachers and Farmers.

Children did not seem to be convinced that they were not merely being taken for a picnic. Mr Jeffrey Hodgkinson, Staffordshire's local education officer, said:

NATE members heard that they should launch a public relations exercise to re-establish confidence among parents and employers in what was going on inside the schools. A National Centre for English Teaching, first recommended in 1975 by the Bullock Report, would benefit the morale of English teachers under pressures from their students, parents and shrinking job opportunities.

John Watts, Principal of Cottesmore College, addressed the conference with a particular plea for the value of in-service training when there was generally less job mobility in the profession.

A presentation by both BBC and ITV of output available to English teachers spotlighted the increasing emphasis in schools on visual literacy, the growth of media studies, and genuine development of a television curriculum.

But the special Rhodesian African Training Programme which has been in operation since UDI was declared in 1965 is to be wound up over the next two years. The scale of this programme was unprecedented, and a separate administrative department within the British Council was created to deal with it. By the end of 1979, 3,400 students had been supported under the scheme.

It was first announced at the 1966 Commonwealth Prime Ministers' Conference in Lagos, as a scheme to help Rhodesian students stranded in Britain by UDI. Later it became a means of helping black Rhodesian students edu-

Independence ends special aid to Rhodesian blacks

by Hilary Wilce

Up to £9m is to be spent on training Zimbabwean students in Britain this year, in addition to the £75m aid package to Zimbabwe announced by Lord Carrington, the Foreign Secretary, last week.

But the special Rhodesian African Training Programme which has been in operation since UDI was declared in 1965 is to be wound up over the next two years.

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cationally disadvantaged by the white minority government, and more recently its prime purpose has been to develop skilled manpower for an independent Zimbabwe.

Up to March, 1979 £1m had been spent on the programme. Then Mrs Judith Hart, as Minister for Overseas Development, announced a major expansion. A further £1m was spent in 1979-80.

Students on a range of post-O level academic and vocational courses have been supported, as well as undergraduate and postgraduate students, but applicants wanting to study arts and philosophy have been excluded.

From the next academic year any help given to Zimbabwean students will be administered under the normal aid programme. Disputed allocations of the £75m aid to the newly independent country have yet to be worked out.

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LETTERS

...and the part of not radio trainees

state school.
Yours faithfully,
ALEX HORSLEY
Chairman, Foreign Language
Department,
Friends School,
Baltimore,
United States.

Before leaving to take posts such as those we occupy in a private school, a comprehensive signed by both parties should

without are forced to do part-time work or borrow money. We would like to point out that if ILEA had followed proposals to make the course postgraduate then these stud-

DEE MARSHALL,
(On behalf of student radio
journalists at LCP),
The Cross,
Bramhope, Leeds.

Mr. I would like to draw your attention to the plight of a group of part-time students who attend the Bournemouth School of Art. We are photographers, screen-printers and lithographers, who are being shuffled out of studios which have run suc-

resultfully for about 50 years so that they may be expensively dismantled and reequipped for Technical College.

The viable class number is 12 students and on a single day we have 39 enrolments for two sessions, all fee-paying and cash-in-advance. The fact that there are regularly steady examples of flower-arranging classes at a great many centres makes us wonder why we, who do not consider etching to be a mere hobby, should not continue to have the same right?

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We appreciate these classes not least for the supportive community arts atmosphere that they offer to people of all ages. We believe that the Government should have the right to continue to subsidize the art school through our fees, but as artists we are having to struggle harder and harder in an alien world ever and ever our art school.

For the present we remain, but the future looks bleak.

JACQUI CALDERWOOD,
56 Barton Court Avenue,
Barton on Sea,
Hampshire.

**Few distressed
by APU test**

Sir—I would be grateful for the opportunity to display the impression given in your report on the Nottingham Conference on Assessment (April 3) that some pupils have been distressed at having to do tests prepared on behalf of the A.C.U. and the A.C.U. and the A.C.U.

In answer to a question, I stated that head teachers have discretion to exclude individual pupils from the testing programme if they have reason to believe that testing would distress or cause undue stress to a pupil. If, for example, a pupil is feeling unwell the head teacher might think it best to advise him or her not to participate.

Sir—I am interested to contribute to the primary school teachers who have a particular interest in the Christian content of religious education.

The Order of Christian Union is a non-denominational association strongly committed to providing a defence of Christian faith in education and other spheres. It has asked me to compile a handbook of Christian material for use in primary school RE. We anticipate that the handbook will be of interest to teachers of all faiths as well as those more experienced as well as those more experienced.

We would value the help of primary teachers in the research for the project. This would entail writing

The use of the APU surveys to
 has been the proportion of pupils
 withdrawn from the various age
 needed half of the post entry of
 the pupils. There have been no re-
 sults at all of pupils who have
 cracked under the strain of assess-
 ment as the headline to the article
 seemed to imply. The procedure for
 including pupils was developed to
 ensure that such situations never
 occur.
 Dr. J. GORMAN,
 Research Officer,
 Language Monitoring Research
 Project,
 notes for the various age
 infant, lower junior or upper ju-
 nior level and the opportunity to
 part in "field trials" of the
 material.
 Interested teachers should
 write to me for further details.
 CYNTHIA BUNCH,
 Research Editor,
 Order of Christian Unity Religi-
 ous Education Project,
 27 Atwood Close,
 Galleywood,
 Chelmsford,
 Essex CM2 8JL.

Academic newspeak barriers

I am a practising teacher and a mature student. I have recently completed an advanced diploma in education while at college in Wales. Increasingly concerned with the academic language used almost exclusively by the lecturers and with the difficulties experienced by my fellow students in trying to decipher its meaning.

I have since concluded that the hindering development of this language is largely responsible for the lack of effective communication between educators and their colleagues in the classroom and in such works to the detriment of the "education" service in this country as a whole.

I believe many of us to be galled from the respective studies of each grade into both the theory and practice of education, but only if the use of a common language can

be agreed, and used, between teachers. Teachers, I feel, need an incentive to foster interest in the system - to receive, study and criticize, with enthusiasm, the more research publications which, I trust, are primarily produced to guide them into becoming more effective teachers, but which, at present, largely fall on deaf ears.

In the near future I am planning to conduct my own research, in order to conduct what may be planned to solve this problem. In my paper, I could (a) establish the degree to which practicing teachers and research workers agree, (b) find out how they would be faced with such a problem, (c) make suggestions as to how it might be solved. The problem may be tackled.

JOHN TIMSON,
Cllr.,
Dent,
Sedburgh, Cumbria.

I assume that the 27 1/2 hours' timetable work is actual contact teaching time. At the rate of the usual 40-minute lesson period this works out at just over 41 periods per week, or 16 2/3 days of eight periods per day. With morning assembly, morning break (which, I take it, is for the pupils, not the teachers), and lunch break the maximum number of teaching periods must be 44 1/2, or 17 1/2 mornings (5.5 days).

This is working from 9 am until 11 pm. This allows three for the afternoon. This is teaching one class after another without any let up.

The working party suggests two and a half hours for preparation and marking. This may be reduced from my suggestion that I have done a little time and motion study of my own. To mark a set of 30 books takes me approximately one hour. This is at the rate of two books per hour. I have not done the time spent in recording in my mark book and chasing the pupils who have not handed their work in and, further, the time spent in returning the books to the pupils.

My suggestion is that I should be ready for the next lesson. If you teach five junior forms this is a least five hours' work per week to start with.

In addition I take two GCSE papers without going into any detail. Marking takes me a further

two hours, sometimes longer. This leaves two moderately sized sessions. I need not say how long it takes to mark their work but if I mark by impression only—10 minutes per pupil would be a conservative estimate.

This is marking only. What about the marking of papers? If you spend a considerable amount of the vacation preparing work then this does lighten the burden during term time but averaging it out and taking into consideration sixth-form work does not make the preparation period mark would not be far out.

An extra seven and a half hours for club meetings, lunch supervision and staff meetings—three times the amount of time for preparation and marking. Some people have got the priorities wrong!

A. D. FOND,
Wentworth Park,
Lendon N3.

Pupils had no link with violence

Sir,—The recent violence at the Neasden Underground was widely reported and properly condemned. I am concerned that my school may have incurred some unjustified opprobrium merely from the fact that we share the name of the locality.

This school is, in fact, very near the station and none of my pupils was involved in the incident. The school enjoys a local esteem and the discipline and the conduct of its pupils, many of whom are children of London Transport staff.

R. H. PIERCY,
Headmaster,
Neasden High School,
Quainton Street, London NW10.

A shift in spending priorities

Sir.—For all Mark Carilese's assurances, the White Paper's expenditure cuts today's cuts made more. The same assurances were made about this year's budget: standards were to be maintained. The reality is different. It is priorities everywhere but cutting services—the money is not there.

For the future the White Paper is honest about adult education and the other five areas. It says it will gloss over the facts in higher education—fewer places for rising numbers in the population. It even calls for growth in further education. But its main promise was made for this year and most authorities are unable to carry it out.

The rosiest picture is reserved for the schools, where a 6 per cent cut back to a 1.3 per cent drop in numbers looks generous. However the actual fall in numbers from now until 1983/84 is 9 per cent and the drop in the number of schools and classes much less. The economies of falling rolls, the burden of salary increments, the certainty that £260m savings will be needed in meals and transport are factors which imply that a 6 per cent cut will make for very tight budgets indeed.

Mark Carilese says that those cut are forced on education in the nation's list of Cabinet priorities—9 per cent less for education and 9 per cent more for defence. While other countries like France invest more in education, Britain sees fit to jeopardize our future.

PETER HORTON,
Chairman,
Sheffield Education Committee

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The Euro-alternatives

Mr.—May I thank you on behalf of our members for including an item about our comments to the CES on "A framework for the school curriculum". I should like to point out, however, that our call for a foreign language to be an integral part of the curriculum for children from 11 to 16 was seen as a long term aim, for we are fully aware that the shortage of modern language teachers makes it impossible to implement such a suggestion quickly.

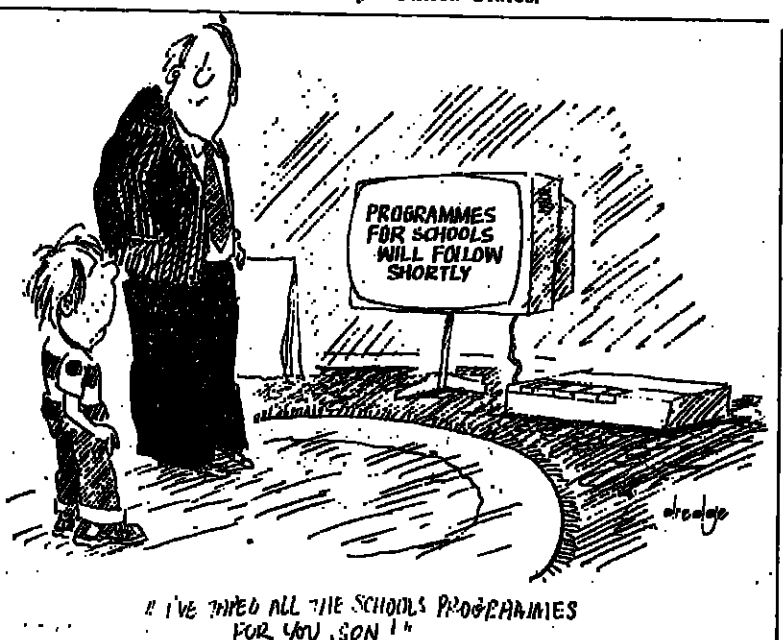
A point in the Government's accession paper which we question very strongly is the suggestion that French should continue to be the first foreign language taught in schools. We consider that from the point of view of both nations and in all need there is no obvious choice of first foreign language for English-speaking schools. The historical and cultural reasons for French as first foreign language no longer stand, and the languages of other EEC partners as well as the major European languages all have valid claims.

Furthermore, it is widely accepted that French offers various difficulties to English learners, which are not present in, say, German, Italian and Spanish. We feel that much

more diversity of provision should be planned. We should also like to see accurate information gathered on the availability of staff to teach languages other than French, since the argument in favour of French is often simply that of teacher supply. Our belief is that there are many teachers currently teaching French who would be better qualified, and would prefer to teach other languages.

A further important point in our submission was to call for the implementation in a generous spirit of the EEC Directive of July 25, 1977, on the education of the children of migrant workers. The TBS itself has recently given some prominence to the language problems of ethnic minority groups in Britain and the need for better provision of mother tongue teaching to the children of immigrants. It seems to us vital both to the personal development of these children, and to harmonious community relations, that the Government should approach this problem seriously.

SYLVIA LYMBERY CARTER,
The Association of Teachers of
Italian,
Banksido,
Headington Quarry, Oxford.



Film hire: the | Research project

vital qualification

I am surprised to read this letter from Northumberland Tyne and Wear Technical Education Institute, Newcastle, dated 22nd February (April 4). All hirers of film projectors should be aware of the conditions of hire, in their catalogues and we always advise our clients to read the conditions of hire. The film projectionists are the train of their responsibility in this respect. Since 1934 our society has tried to ensure that the standards of film projection are maintained in all schools. We suggest that only competent film projectionists should hire and show films in schools. If any of our readers in the London area would like to know the quality of our films, they would care to correspond with me or with South Thames College.

Yours faithfully,
J. B. EGG
The London Schools' Film Society,
Ridley Grove,
Welling, Kent.

not based on Ely

Sir, I was most surprised to read the headline "Decision-making Plan Spites Ely Staffroom" in your recent issue. I am one of the people who wrote for the *Journal of Education*. I would wish to put the record straight that my article was not based on my work in Ely, but on my work in the *Journal of Education*, on any school in Cambridgeshire. I am most grateful if you would publish this correction of your misleading headline.

The thrust of my article was two-fold. First, to emphasize that consultation and the positive decision-making plan is most to be greeted with the theories suggest, and, secondly, to show that staff development is a topic of concern in recent years. I am sure that you should be proud within a total school concept.

W. A. W. BULLOCK
Ely Federation of Village Colleges,
City of Ely College,

Too early to accept words of the

One took me aside at the beginning of a lesson. I was to watch, to explain, that, with the wide ability range in the class, it was my duty to teach all the children effectively, so he concentrated on the brighter ones. I soon discovered what he meant.

The arithmetic lesson I observed contained a high proportion of "higher order" questions and statements. Most were beyond the comprehension of many of the children. The children sat in ability groups, and, sitting with one of the slower groups, I too had difficulty in following the lesson, since the teacher faced away from us and stood between us and the blackboard.

We, therefore, feel justified in making others aware of our

Our disappointment is specifically concerned with the school. There has been a delight and we were certainly encourage people to here. English is a much part of schools and colleges across the Kingdom born again Christians are clearly on our present circumstances.

JOHN WEST,
BURSA, TURKEY.


Letters for publication should be as short as possible and should be on one side of the paper. The editor reserves the right to

oracle

I am not suggesting that teachers have such a calling to regard the slower children in their classes, but this story illustrates the difficulty of catering adequately for a mixed ability group, predominantly a class teacher. Thought-provoking, even destructive, but not understood.

So let's not abandon individual schedules yet, let's wait for the follow-up data on pupil progress. I have no doubt that the CRACLE data available so far describes methods of organization that does not yet offer evidence of effectiveness.

BERNARD EMBLEM,
Archdeacon Bower Walk,
Loughton,
Surrey, Lancashire.



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school curriculum—the parents and the pupils—followed suit. The power of hear-

continued overle

features

continued

teachers and education committees quietly to fix the classroom regime between them was rapidly and decisively broken. The Plowden Report marked the watershed. It was at one and the same time the final consensus report on our schools, and the signal for greater participation by parents and others in their operation.

This brings us to the new pressure groups, and to some of the reasons why they exploded and multiplied on to the educational scene during the 1960s. Once the idea of participation had taken hold, the walls of the secret garden, guarded so assiduously over the years by the teachers and the local authorities, progressively began to collapse.

First, parents began to take off. Moribund PTAs became active and demanded access to the classroom—at least to be told what was going on. Plowden gave them a new boost. Others decided that just to pressurise their own school was not enough, and formed city-wide Confederations for the Advancement of State Education, to widen solidarity in defence of state schools. Soon they were having national conferences with ministers in attendance.

Then the politicians bestirred themselves. The National Association of Labour Teachers turned itself into the Socialist Education Association—to bring in parents and others. Parents of youngsters at special schools lobbied for what became the Warnock Enquiry. A Campaign for Nursery Education was formed, and achieved a measure of success in the White Paper—a Framework for Choice in 1972. The playgroup movement grew and thrived.

The students—or at least the older ones in the London area—got organised and formed the National Union of School Students. Governors and managers formed a national association, and achieved something of their objective in the appointment of the Taylor Committee. STOPP appeared on the scene. Even the adult lobby got the Russell Committee, to keep it quiet.

Suddenly ministers, who had once been content with three annual conferences a year—the NUT at Easter, the AEC in the summer and the North of England in the Christmas holidays—were deluged with requests by authentic national bodies to appear and make considered policy statements on every educational topic under the sun. Most of these groups were asking for more power, more influence, more committees.

It was on to this diverse and jostling scene that the Black Papers arrived—complaints by some of the original guardians of the secret garden that the machine was no longer delivering those goods to which they had become so used in the past. They resented the parvenu lobbyists taking over, yet followed their same tactics with a counter lobby—plaintively calling for the return of all those landmarks of the school system the states had swept away.

It is probably too early for a considered history of educational lobbying in the 1960s. We shall have to wait another 20 years before we shall be able to see the movement with reasonable objectivity. The secret garden may return.

But I suspect that it is very much more difficult to build such walls than it is to take them down; that education is now a permanently open system in the sense that it was not 20 years ago; that everybody, administrators, teachers and parents alike, has to come to terms with the reality that they have to do their job properly, and that what goes on in our schools, and colleges, has benefited enormously from going public.

Educational pressure groups look set for a hard and frustrating time in the 1980s; but the fact that they have a foothold at all is almost entirely due to their permeation of the system a decade ago. They should at least recognise small miracles, and be grateful for them.

Christopher Price is MP for Lewisham West. The second article in this series on the Advisory Centre for Education will appear on May 5.

Challenge of the future

James Hemming argues that schools must call a halt to 'abusing the capabilities' of today's youngsters

Around the world, a debate is going on about how we ought to educate our adolescents. What should we teach them? By what methods? To attain what ends? Judged by what standards? Assessed by what tests? Should the development of the individual be our chief concern, or preparation for vocational and social roles? Is it possible to do justice to all at once?

Meanwhile, the adolescents themselves are victims of the confusion of aims. At the top end of the hierarchy of scholastic ability the more able are subjected to pressure which is out of tune with the sensitive developmental years of adolescence, and produces stress up to the ultimate despair of suicide or the desperate cry for help of parasuicide, and includes various escape routes of dropping-out, drugs, drink and the rest.

At the other extreme, the defeated rejects of the system sit out their school-days in moods ranging from bored apathy to open hostility, and leave school with their confidence and curiosity shattered, their powers of concentration atrophied, and a bitter hatred in their hearts for the society which has put them down.

Of course, not all students become over-stressed or give up. A proportion thrive on what their schools have to offer. Others, while going through the routines of the classroom without much zest, enjoy the friendships and the general facilities that school life provides.

But success in school, or being happy there, does not necessarily ensure the overall development of potentialities, competence and personality which the schools exist to achieve; and which the young people themselves need. Both the provision and outcome are, often, of a lower quality than they ought to be, or need to be.

It is not that the schools and the teachers are not trying. They are, and many of them very hard. Some schools achieve miracles, become havens of happy relationships and fulfilled growth to which the students go willingly and which they leave as well-balanced individuals, with their self-esteem intact, prepared to tackle the challenges of adult life.

But education of this type—the sort that every adolescent has the right to expect—it is attained in spite of the system rather than because of it. The weakness of the system is that it is not sufficiently concerned about individual development. It is too much tied up with routines of teaching and testing, accepting and rejecting. Consequently it has proved highly resistant to making the necessary fundamental changes.

But the system must change now. The sort of future we are moving into makes the change imperative. But to begin with we must first clarify the purpose of secondary education. People talk as if this were a great problem; actually it is unequivocally simple.

The job of secondary education is to nourish the positive potentialities of every individual, to develop personal competence, to offer opportunities for exercising responsibility, to foster moral insight, to give a perspective on society and the world, and to prepare for adulthood—all within a purposeful, friendly social environment that keeps curiosity and confidence alive and gives plenty of openings for exciting involvement.

Too tall an order? Loading too much on the school? If it is, then we really had better give up schools and try some other approach to education as some, indeed, have already suggested. The future that is staring adolescents in the face will make all sorts of unexpected demands on them, and will call for higher levels of self-assured, integrated development than we are at present achieving.

Young people, currently in school will shortly be involved in both shaping the future and adapting to it. The sort of end-stopped education we now offer them—learn, pass your tests, and throw away your books—will not do. In the future, education will need to be life-long. Those who are not flexible enough to relearn, nor curious enough to keep in touch, nor sufficiently equipped with inner resources to deal with extended leisure, nor socially skilled enough to make friends wherever they find themselves, will be stuck and isolated before they are middle-aged.

The young are already in the new era

insofar as the future is alive in the present. They are getting the scent of it. They intuitively feel that some vital element is missing in the education in which they are being subjected. They complain of "irrelevance" about what they are expected to learn. Schooling, all too often, fails to give them a sense of growth, emergence, becoming adult. Many feel that their schooling is holding them back from life. So the need for change becomes ever more obvious.

The key to advance in secondary education does not primarily lie in new curricula, new methods, new systems of assessing and accountability—much as these urgently need attention—but in transformed attitudes to the adolescent themselves.

Adolescents want to make a success of their lives. But they cannot function effectively in a system that does not take account of their needs and natures as young adults. Secondary education is not, as a system, a milieu in which adolescents can flourish because it is not designed to suit them; rather, they have to fit as best they may into a framework of activities and demands which is imposed by habits of the past, and by authorities over which they have no control.

This state of affairs is out of date. The schools and the adolescents have to get nearer to one another. A major reason why secondary education has lagged behind in a period of explosive social change is that it has cut itself off too much from the most constructive feedback available to it—the feedback from the nature, needs and aspirations of the adolescents themselves.

The young people sense this disregard for their personal lives and the level of motivation for their schooling drops. No one can feel identified with a system that does not really seem to care about the individual. Industry and the other institutions of technological society are slowly coming to accept the inevitability of this human truth. Education must accept it too.

The other big gap between the educational needs of adolescents and traditional secondary schooling arises from



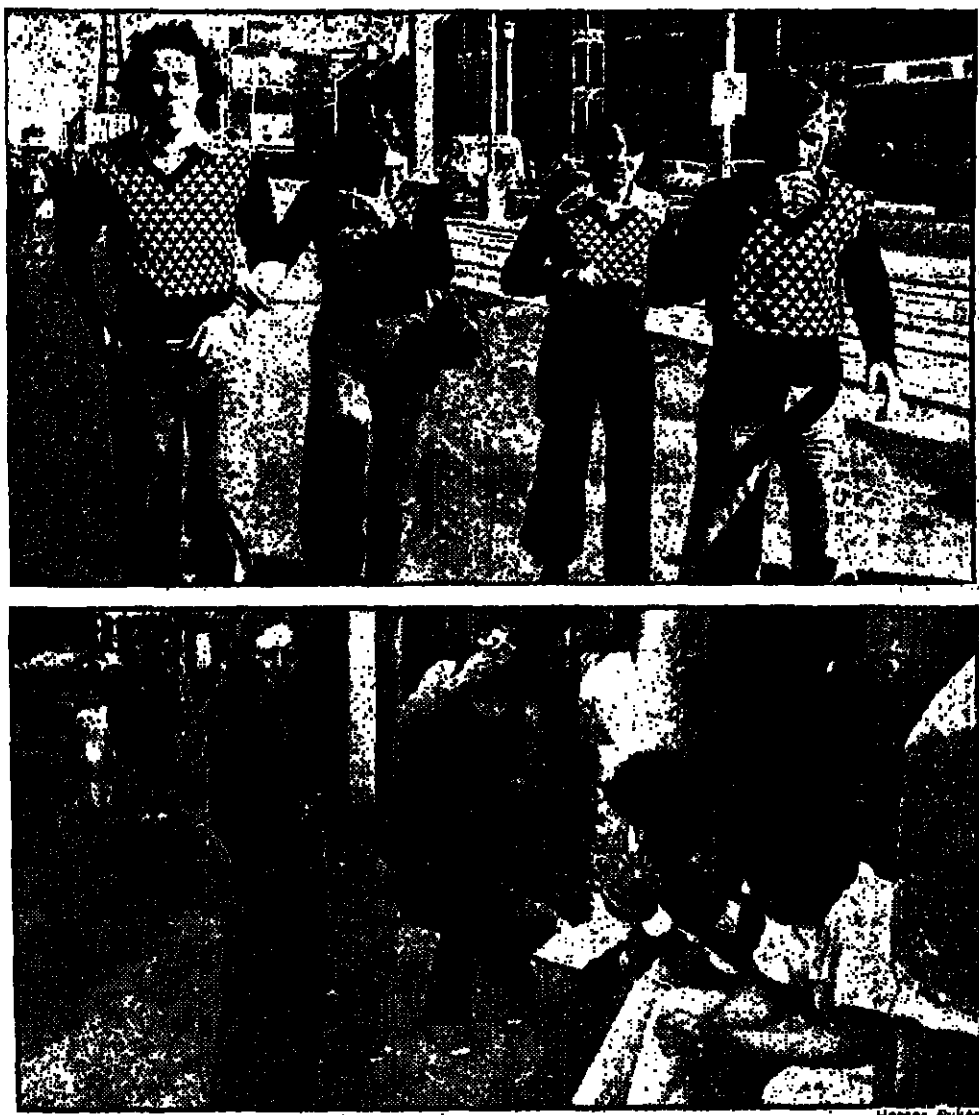
the neglect by the secondary system of the psychodynamic principles of human development. It is an extraordinary fact that the dominant influences operating in secondary education have no scientific basis whatever.

They arise from dubitable philosophical ideas that had their origin in the distant past—the Greek view that the craftsman was inherently inferior to the thinker; Locke's presentation of the mind as a clean slate, a *tabula rasa*; Descartes' over-evaluation of the intellect, and his division of the human being into mind (exalted) and body (debased); puritan ideas about the special value of making the young do what they don't like doing, plus the more recent influence arising from academic confusion between knowledge and competence. Young people are constantly having their con-

fidence and courage broken on one or another of the distortions of the educational truth.

Now that we have at our disposal knowledge of brain functioning and the principles of personal development, which did not exist when the habits of thought were generated which still control much of secondary education, we are in a greatly improved position to base our education more soundly. With extraordinary myopia, the secondary system goes on its way as if these principles had never been discovered, or it exists in a confused state in which modern developmental principles and old habits of thought are constantly in conflict with one another. The result is an appalling loss of vigour and waste of time—for both pupils and teachers.

Of course, it is not only the schools



that frustrate adolescent development. Society in general does. Bad housing, drab environments, overcrowding, lack of appropriate outlets for adolescent energy and the brutal social rejection of unemployment inhibit the positive potentialities of young people. But whereas social improvements take a long time, schools can quickly change so as to serve the growth of adolescents better, if they have a will to do so.

Furthermore, self-confident, competent young people, developed in the round, will themselves help to promote the necessary social changes, by their determined involvement in affairs, in a way which academic aloofness or hostile apathy can never hope to achieve. In fact, the challenge of the future will need to be met by a higher quality of personal education. Already problems are

outdistancing capability. We have to release more human potential to balance the account.

I am concerned with how to stimulate the dynamic of young people; and how to counter those forces and influences in the prevailing secondary school system which distort, or crush, that dynamic. The solutions to our problems lie in cooperation with what the young are; lacking that, no amount of ingenuity in curriculum design will save us from abusing the capabilities of our adolescents, and reducing many of them to hostility and despair.

James Hemming is an educational psychiatrist. This is an extract from his book *The Betrayal of Youth*, published yesterday by Marion Mopars (£5.95; paperback £2.95).

Who are the vandals now?

Can teachers really maintain standards in the face of the latest round of cuts?

Timothy Rogers spells out in detail the effect on one school whose curriculum the Inspectorate recently described as 'second to none'

One of the most irksome features of the continuing battle of the cuts is the facility of politicians at all levels to underplay their consequences.

Some weeks ago, Mark Carlsie, the Education Secretary was reported as saying: "For the first time, nor, I am sure, for the last—that the Government was committed to maintaining standards in education." (The Times, February 21, 1980). What, I wondered, could he mean? He had been speaking at Staffordshire, an authority which had been reported only the day before as planning to cut more than £8 million from its 1980-81 education budget.

He had treated his audience to a homily on the goals of education. A child should emerge from 11 years of compul-

sory schooling competent in reading and writing, able to use and understand mathematics, and with a general knowledge and understanding of the world in which we live. Who could disagree, especially with the last statement? Had Boyle, his distinguished predecessor, Lord Cribben, found it difficult to get the so few of them had been involved in the maintained schools?

Perhaps it would help Mr Carlsie if I pointed out why at least one school in an authority which was proposing to cut only £6 million knew for certain that its standards would not be maintained.

It is always difficult to write about the school of which one is head. Dr Johnson, who was usher at an earlier Bosworth

for a short, unhappy period of his life—defined a gentleman as someone who knew how to blow a trumpet, and didn't. But to show the measure of our "fall" I must also plot our "rise".

Fortunately, though also embarrassingly, two accounts of the college have appeared in books published this year: in *Education and Equality* (ed David Rubinstein, Penguin Books) and in *The Leicestershire Plan* (edited by A. N. Felfelina, Heinemann). These accounts were written over two years ago; they represent a high tide mark which will soon resemble a dried-up river bed. But here are a few facts.

In the seven years after its reorganisation in 1969, Bosworth College quadrupled its student roll from 400 to 1,600. The pre-Maud Leicestershire had always been generous to schools which were required to expand rapidly. Even as a grammar school we had been allowed an overstaffing by three, to allow for planning and growth. At various times subsequently that figure was increased.

In the last academic year our student numbers reached a long-awaited plateau of about 1,400, where with minor ups and downs they will remain for several more. Last year, under pressure, we nominated five areas of the curriculum where losses could be sustained: there happened to be resignations from each. Now, before next autumn, we have been told to reduce our present staff of head plus 98 by a further 12, a loss of an eighth.

If we could plan our curriculum from

scratch, a staff of head plus 83 for a 14 to 18 upper school of our size might be thought adequate, but the problem is, of course, different. It goes without saying that we have always made full use of what staff we have been given; indeed, we have always felt under-staffed in terms of the commitment we have accepted. We have built up a curriculum which HM Inspectors described, when they visited us for their recent survey, as "second to none".

Our staff, whom they described as "a superb team of dedicated, caring professionals" carry in all but obvious ways a full teaching load, as well as accepting those commitments outside the classroom that underpin our European curriculum. Virtually all students follow examination courses; in the present 1980 and sixth years, 620 students are expected to sit 92 exams, a total of more than 5,000 entries in June, 1981.

If we played the numbers game with "highly subjects" in next year's sixth year, we might in theory save two and a half teachers. The price? To abandon all courses in French, German, religious studies, music, business studies, drama, mathematics, statistics and home economics, to each of which present year 12 recruitment is in single figures.

We should thereby reduce the entry to year 12 from 250 and have to lose 12 staff in consequence—the beginning of a downward spiral.

On the other hand, we retained those

years, the loss of staff would fall entirely on the incoming fourth year. It would suffer a teaching reduction of 37 per cent which, expressed in class size, would mean the present average of 24 would be increased to 38.

Even that is to oversimplify. It assumes that staff losses, which are unpredictable, occur where least inconvenient. All we know at present is that six staff expect to leave, of whom four are now definite, and that others may choose to. If we have not lost 12 by May 31 redundancies will be imposed.

Thus, even if we were allowed to appoint new teachers, now we should put at risk the jobs of present teachers. We know that we shall be short in mathematics—though we would not be if we were allowed to retain two excellent temporary teachers. We know that we shall be losing two out of our three French teachers. But what can we do?

That is just the teaching staff. I have recently had the appalling task of cutting by 40 per cent the hours of technical assistants. Over the past five years we have lost some 3,000 hours a year from technical and clerical staff, including more than 600 last autumn term.

In their recent survey HM Inspectors rated schools as "adequately" provided with technical assistance in science if they had better than one full-time assistant per four laboratories. With one per 5.4 laboratories, we were in the 40 per cent deemed inadequately provided. Now, although we are not reducing the hours of our one full-time laboratory assistant,

those of the two part-timers have to be cut by two-thirds.

Nor could the cuts be met more easily from resources or reprographics. Our Resources Centre has more than 17,500 documents, consisting of books, slide sets, tapes, and so on, worth more than £100,000. It is used by an average of 400 students daily (this has reached 550) whose borrowings average 80 a day (on one day 147). The hours of the one part-time librarian will be reduced from 1,425 to 1,140.

Our reprographics technician is full-time and operates an offset litho. A luxury? Only if one thinks of a return to slates. As our capitation allows us less than a penny per student per lesson—the price of four sheets of file paper—there is little money for text-books. Last year, besides other tasks, the offset litho technician printed more than 415,000 sheets at a cost to teaching departments of £4,150. Even if her salary were added, the sum would allow the college to buy no more than one text-book per student.

I could illustrate in a thousand other ways the impracticality—indeed, the vandalism—of attempting to run an aging but until now well-maintained motorcar on lighter fuel. It is not even as if we could trade it in for a pony-trap. Valuable equipment is already idle because the odd hundred pounds that would be necessary to service it has now to be paid from dwindling capitation.

Much of what is still usable will become less so through age and lack of maintenance. Indeed, a daily average issue of

some 30 articles of equipment, together with the care and light servicing of many thousands of pounds worth, is in the charge of one part-time technician, whose hours are to be reduced by two-thirds.

Is that enough for you Mr Carlsie? The cut of about 46 per cent in careers officers has been nationally noted. No foreign language assistants to help our one remaining French teacher, or our solitary German. Fewer supply teachers, whom our already overworked teachers will. We shall have to close our swimming pool or severely restrict its use—at the moment it is used by the whole community, who learn to swim at an early age.

Yes, we are a community college, and serve some four to five thousand of all ages; but I'd better not speak of community education. In 11 years we have not been redecorated, except by our own efforts. Perhaps you thought we should maintain standards of cleanliness? For sorry: like goodness, that is to be cut too.

Ten years ago, in *School for the Community*, I wrote that a hundred schools the size of Bosworth could be built for the cost of one nuclear submarine. I quoted Martin Luther: "If you think the world is going to end tomorrow, you should plant a tree today." Luther's was an expression of faith, or at least of hope. Today, in our fear, we plant missiles.

Timothy Rogers is principal of Bosworth College, Leicestershire.

1. _____ _____

arts

Are you listening comfortably? Tchaikovsky at King's

Frances Hill on radio drama

Is there anyone over 30 who can remember about his childhood and early youth without waxing nostalgic, if not maudlin, over his favourite radio programmes? *Children's Hour*, *Journey into Space* and the comedy series of the forties and fifties are among those usually remembered most fondly. But sometimes a play—a dramatic masterpiece, new to the listener—stays in the mind over a couple of decades. My first ever *Cherry Orchard* was heard on the radio: none since has equaled it.

Last week's World Service production of *The Plough and the Stars* (2.30 pm, April 13, Radio 4), part of the BBC's celebration of the 10th anniversary of Sean O'Casey's birth, must have given a great number of people their first experience of a play with almost as much to say about the Ireland of today as of 65 years ago. Unfortunately, with its slowish opening and confusingly large cast, it is not an easy play to transfer to the air. It was only in the scene between Jack and Nora Clitheroe, some 10 or 15 minutes into the play, that the main theme and dominant conflict were made clear and the interest firmly gripped. The announcer's brief introduction, giving time and place, could perhaps have been extended a little, suggesting more of what was to come.

The Shadow of a Gunman (7.55 pm, March 24, Radio 4), O'Casey's first play (produced by BBC Northern Ireland) lent itself much more readily to radio treatment. The main character and conflicts were established at once. There was some confusion at first about the setting: could Davoren and Shields really be in the same room, one sleeping while the other typed? An introduction along the same lines as the one

in *The Plough and the Stars* would have overcome this difficulty. The only serious drawback to the play in radio form was that some of the comic momentum was lost: one missed seeing Davoren and Shields leaping under the furniture when frightened by gunfire. But no fault could be found with the excellent direction and acting of this perhaps lesser, but specially lovable, of O'Casey's works.

These two O'Casey productions reinforced the belief that the BBC radio drama department's recent policy of cutting down on adaptations of stage plays has been carried too far. Though naturalistic drama like O'Casey's is the most difficult of theatrical forms to present successfully on the air, these productions must have persuaded many people previously unacquainted with his work that O'Casey is a highly enjoyable and rewarding playwright. And they must have given great pleasure to admirers of O'Casey who have little or no opportunity of seeing his plays on the stage. It is surely one of radio's proper and important functions regularly to produce adaptations of classical and modern stage plays: an even more proper and more important function than to encourage new radio writers.

A great deal of classical drama works particularly well on radio. As a general rule, the less naturalistic the play, the better suited it is for the air. It could be argued that much of Shakespeare transfers better to radio than to television or film. But the only Shakespeare play broadcast in recent months has been *Titus Andronicus* (7.30 pm, March 6 Radio 3). John Gielgud must have spoken for many when he said of *Titus* in his memoirs that "he could not follow the play

properly, being unable to distinguish between the Greeks and the Romans." The difficulty is increased when one is devoid of visual aids. The production was ambitious and often compelling but it seemed ironic that the only Shakespeare play to appear on radio for some time should present unusually knotty problems of comprehension for the ordinary listener.

Like many of the classics, modern stage plays are often outside the naturalistic tradition and are well suited to radio. The point was amply proved by the "Hit Theatre" production of Peter Shaffer's *Equus* on Radio 4 on March 14. Anyone who had seen the London production might have felt doubtful about the play's likelihood of success without the stylised horses' heads and clever lighting which produced such stunning effects on stage. But what was lost visually was amply made up for with sound. The Radio-phonetic Workshop's snorting and stamping of horses and clanking of bits of bridges created an atmosphere at least as intense as that produced in the theatre. If anything, *Equus* proved more powerful on radio. The play is written as a series of "scenes within scenes", in which as one character describes an incident to another the voices of third and fourth characters enact portions of that event. This technique, used by Shaffer with great skill and versatility, works brilliantly on the air.

For listeners in London, Capital Radio has started filling some of the gaps left by the BBC drama department. The first of six Shaw plays, *Arms and the Man*, was broadcast yesterday evening and is to be followed by *Pygmalion* on May 8 at 7.30 pm.

William Mann

Stanford, the Cambridge Jubilee, and Tchaikovsky. By Gerald Norris. David and Charles £25.00.

Cambridge University Musical Society celebrated its golden jubilee in June, 1893. C. V. Stanford, its conductor since 1874, had in the meanwhile raised it from near-decay to something like fame, presenting British premieres by such leading composers as Brahms, Dvořák, and Joachim, as well as his own leading masters, of whom he had himself become one. He had persuaded the University to award honorary doctorates in music to Joachim and Dvořák. For the jubilee he proposed that the society should be given to Brahms and Verdi, as Europe's most distinguished composers (Wagner had died 10 years earlier). In the event neither composer was able to accept, and choice fell upon Saint-Saëns, Tchaikovsky, Bolo, Bruch, and Grieg, who when the great day arrived, too ill to leave Norway. The other four came to Cambridge, received their degrees, each conducted a work of his own in the CUMS's jubilee concert, and all attended a festive banquet in King's College.

It was an historic occasion which should have merited a monograph at the time. Almost 90 years later, Gerald Norris has obliged in this CUMS's first 50th anniversary volume. Other authors will compile a miscellany with him on the number of misprints, dropped lines, illustrations wrongly captioned: the knowledgeable reader will correct them immediately. Any reader in search of a particular item of information is sure to be diverted to some other fascinating incident, and then another. It is not a book to be consulted in a hurry.

If ever the most recent explanation of Tchaikovsky's death (accepted by David Brown) is proven, Mr Norris will double the need a revised edition, in which case he might note that Dvorák, having been promised score and parts of Tchaikovsky's sixth symphony during the Cambridge banquet, received them sometime after the composer's death, as if a personal bequest.

Quartets and coke

Timothy Ramsden on a new chamber music series

What music do music-lovers love? An orchestral concert comprising works by Mozart, Dvořák and Beethoven would fill any large concert hall. A programme of their string quartets would almost certainly not. The Lindsey String Quartet is trying to overcome the offputting image of the form and to capture an audience among those about 10 years old or older who do not yet suffer from preconceptions about chamber music.

Peter Cropper, the first violin with the Lindsey, is the spirit behind the project, which is well under way at Stoke's Victoria Theatre (450 seats are regularly sold) and which is now being developed at Sheffield's Crucible Theatre. The Crucible seats 1,000, but the three recitals of popular classical composers have attracted ever-larger audiences, and last Sunday there were certainly far more young people than could be expected at most chamber concerts.

The choice of theatres rather than concert halls is deliberate, despite a tendency for music there to be shunted to Sunday nights when few schools are likely to be organizing visits. Stoke and Sheffield both have open stages with audiences around the players allowing a close relationship. Children are admitted for 50p and are invited to take drinks into the auditorium. Peter Cropper, whose personality is vital to the scheme, introduces each work with a mixture of simple analysis, biography and anecdote, always eliciting a response and spontaneous applause from the young in the audience.

The Lindsey all live in Sheffield. Cropper thinks this is important: they are not flying missionaries giving the provinces brief flashes of cultural light, but local people extending the repertoire. The 1981

Bartók centenary is in view, though the smaller Studio Theatre in Sheffield may be employed for some of the wider-ranging concerts. There are plans for Saturday morning children's workshops exploring the making of instruments, development of chamber music and with sessions on individual composers. Monday, where the Quartet is in residence at the university, may have the opportunity to experience a similar programme.

People who find even an informal racial forbidding may be encouraged by the next programme. A Portrait of Haydn involves the Lindsey with actors from Stoke in an evening where the string quartet may be approached through a movement and extracts, interspersed with Haydn's own wit. It will be given at the Victoria Theatre, Stoke-on-Trent, on Friday June 6 and at the Crucible Theatre, Sheffield, on Sunday, June 8 at 7.30 pm.

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Poor Willie

John Weightman on Somerset Maugham

Somerset Maugham. By Ted Morgan. Jonathan Cape £8.95. 224 01813 Z. Conversations with Willie. By Robin Maugham. Pan Books £1.25. 330 25960 1.

To judge by the recent spate of biographies, English cultural life in the last generation was carried on mainly by homosexuals, and most of them were miserable in their various ways. Morgan, Wylan, Bee, Terry, Joe, William, Willie, a tutti quanti were all, in a sense, "poor" fellows, whose success, whether great or small, did not heal a secret wound. Homosexuality combined with fundamental cheerfulness seems to have been almost as rare as heterosexuality, although one can perhaps quote as precious examples Maynard, Noël and Tony (the life page not the poet). Why homosexuality should have been so extraordinarily rare, and whether or not it is a genuine disability or one of the frequent concomitants of the artistic, such as problems that someone, some day, will have to try to solve. Meanwhile, the common reader can enjoy the sadistic pleasure of knowing through the miseries of the famous in 600-page volumes, such as this one that Mr Morgan has devoted to Maugham.

It violates Maugham's express wish that no authorized biography should be produced, but it is preceded by a note from Maugham's executor, Spencer Curtis Brown, explaining that he has given consent to the use of certain documents in order to prevent gossip



and misrepresentation, particularly about the last phase of Maugham's life, when he declined into senile dementia.

It is written in what I would call the American academic manner, that is, the facts—or perhaps the should be called the details—are plainly and conscientiously stitched together, as if they had been shuffled into chronological sequence

from a vast card-index. This method has its advantages, but at times it leads to a lack of perspective, since all the evidence, whatever its origin—documentary, anecdotal, first or secondhand—is laid out, as it were, on the same level, without the biographer intervening clearly to assess its validity. Contradictory impressions can thus be conveyed with equal force; for

instance, was Alan Searle, Maugham's second factotum/companion, devoted to a scheme of a scheming wreck? The points supporting the second interpretation are as strongly presented as those suggesting the first, and if Mr Searle is still alive, it would not be surprising if he sued. On the other hand, the bland outspokenness about the life-style of a whole generation, make the book into a rich dossier that the reader can brood over at will.

Nothing comes as a great shock, however, because the worst that can be said about Maugham, as well as all the most telling anecdotes, had already been published in Beverly Nichols's little memoir and in Robin Maugham's two books, the second of which has just been reissued in paperback. Mr Morgan does not upset the picture of Maugham that was already available: he fills it out. Willie, the youngest of four brothers, was born into an upper middle-class family, and by historical accident in the British Embassy in Paris. He had an idyllic French childhood until his mother's sudden death, after which he was sent to England, to apparently unsympathetic relatives, and seems never to have enjoyed the happiness again. He was small, developed a stammer, had no skill at games, hated school, remained predominantly homosexual, although he was once married and had a child, and from an early age—after an initial five years—was determined to live by his pen. As he himself often said, he made the most of his talent, in spite of always being classed as irretriev-

ably middle-brow, and ended up a millionaire.

Mr Morgan, in so far as he deals with the literary issue, does not dispute the second-rate status, although he implies that the best novels, *Of Human Bondage* and *Mores and Ales*, as well as the short stories about the last phase of Empire, may turn out to have permanent merit, through the very plainness and literalness that were once thought to be a limitation. But his main interest is naturally the life, with its fascinating structure of extreme external success and inner bitterness, symbolized by the Villin Mauresque, a sort of Garden of Eden filled with the hissing of snakes, the most malevolent of which appears at times to have been Willie himself, whenever he raised his cobra-like head to strike.

It is almost as if he lived the second half of his life in one of his own short stories, darkened into a Faustian myth. A perfect setting on the Côte d'Azur, money rolling in, a splendidly appointed house, an impeccable cook, a stream of celebrities to lunch or dinner, sex and life laid on by a catamite/peder (two in succession), and intermittent injections of animal calls to stave off impotence. But inside all this was a desolate little boy, a disappointed sentimental incapable of loving but implacable in hatred, who had servants instead of a family or friends, and who was only ever at peace in his study, with the door shut on the external world. When the imaginative revenge of writing was denied him through old age, Willie, although a total non-believer, clearly suffered the tortures of the damned.

Dramafest

A selection of the best productions from this year's National Student Drama Festival will be presented at the Old Vic between April 28 and May 10 to mark the festival's silver jubilee. Timothy West, artistic director of the Old Vic and "graduate" of the festival, has made the invitation to acknowledge the professional theatre's debt to the NSDF over the past 25 years.

Among productions booked so far are: *Privatus, Privatorum, Privet Hedge* (National Student Theatre Company) which won a Fringe First Award at the Edinburgh Festival in 1978.



In the staff common room: from *Privatus, Privatorum, Privet Hedge*.

Youth plays the Shaw

Ken Robinson

The Volunteer. By Michael Arditti. National Youth Theatre.

This is the first production at the Shaw Theatre since it closed 18 months ago for essential works and to a curious work to reopen with. *The Volunteer* is Martin, a student working temporarily in an assessment centre for boys in trouble. The play, Michael Arditti's debut, examines the tension between the liberal idealism of the post-war generation and the grizzled authoritarianism of the full-time warden. But Martin's real dilemma lies with the boys themselves. They mostly mistrust

his liberalism and his motives. "I've come to help," he tells them. "Who?" asks one of the boys. "Me or them?" You can't wear more than one coat on your back. "At the same time they seem reverently to respect being mislabeled by Nash. "Deep down," as Joan, a regular member of staff, puts it, "they think it's right."

Martin's attempts to encourage the boys to express themselves in the art room and to think about moral values either confuses them or makes them suspicious. This eventually provokes a group break-out, one attempted suicide and the very anger of all the permanent staff. His lessons learnt and depressed by the debilitating effects

of everyone's expectations on each other, Martin leaves them all to it. *The Volunteer* has a small cast and is, as the handout says, intimate rather than epic in style. It's also unsatisfying. After Nigel Williams's *Class Enemy* and Peter Terson's *Good Lads At Heart* it breaks little new ground. The writing is also far too studied at times. Where the boys are mostly well-drawn, Martin himself keeps mouthful confident platitudes about his own inadequacy. "I can break my back," he says, "but I can't break my background." The NYT often delivers excellent performances and there were some fine ones here, especially from Antony Howes and Adam Swift among the boys and from Peter Lennon as Nash.

But much of the acting was self-conscious, and/or over-pitched. It is wrong to mitigate such faults in youth productions. With the right play and the right kind of direction, youth theatre is capable of—and should therefore be judged by—the highest standards of production. The NYT under Michael Croft has been instrumental in the past in raising these standards nationally and internationally. More disappointing, then, that this return to the Shaw should fall some way short of them. Now that the fabric of the building has been sorted out some essential work might now be done on what goes on inside it.

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All Weekday Matinees in May are films based on well-known books from the current GCSE syllabus. School parties and groups of 10 or more. May 1 and 2, 2.30 pm, WUTHERING HEIGHTS. May 5 at 3.45, May 6 to 8, 2.15 daily, TO KILL A MOCKING BIRD. May 12 to 18, 2.30 daily, JUMANJI. MAY 19 to 23, 2.30 daily, A MAN FOR ALL SEASONS. May 26 to 31, 2.30 daily, THE GODFATHER PART II. National Film Theatre, South Bank, Waterloo SE1. Telephone 01-593 2601.

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CSE/middle school books

Around the regions

Bryan Waites

Geographical Studies in North America. By B. E. Price and R. T. Oliver. 1985. 220 pp. £2.95. 05 03013 2. **Worldscapes.** By Allan Ayers, et al. Oliver and Boyd £2.80. 05 03080 9. **Certificate Mapwork.** By Philip A. Gwynne. Hulton £1.95. 7175 0801 3. **Oxford Geography Project, Book 1.** The Local Framework (second edition). By John Rolfe, et al. Oxford University Press £2.25. 19 91429 7.

The problem of whether to use a systematic, regional or topical approach to geographical studies remains an outstanding decision not only for teachers but also for authors of school textbooks. The success of particular books may well be due to the compromise reached and the relevance this has to examinations. Proper consideration should also obviously be given to the reader's interest and enjoyment. Whether the pupil actually reads any textbook must also be considered and this might influence authors to turn the textbook into an activity or workbook where pupils need to understand the text in order to complete a multitude of exercises.

The authors of *Geographical Studies in North America* are well aware of this dilemma and so, to cater for the variety of approaches, they begin with *The Continental Framework* in terms of physical background, settlement and population. Then they move on to a comprehensive review of the regions of North America, grouping some together under titles such as *Agricultural Heartlands*, *Metropolitan and Industrial Heartlands*. The remaining regions are generally traditional, but greater emphasis is given to Florida and California, thus recognizing their vital role in contemporary American growth.

One important difference about this book is that the authors have written most regional chapters to include topics as well as a regional review. Thus we can find farming in New England, Service Centres in the Middle West, Current Problems of Car Makers in Detroit, the Exodus from the South, Space Age Industries, and Yosemite National Park lurking in quite innocent regional chapters. Better still, small case studies and specific investigations are also available, such as a shopping precinct in Montreal, the Boeing Aircraft Works and the life of a wheat family.

Most of the many exercises (at the end of chapters) refer specifically to the text, accounts, quotations, tables and maps of photographs. This is a helpful technique. The crowding of exercises, however, and the complicated character of some maps is rather forbidding. Indeed, the size of typeface requires excellent eyesight. There is no doubt at all that the book is good value for money and it is solid with information. The exercises will be useful for the teacher and he will be able to quote from the book to formulate his own approaches.

The quality of photographic reproduction is sometimes poor and this seems a fault of *Worldscapes* also. In this book (also printed in Hongkong by the same firm) some black and white illustrations are far too dark while others are fuzzy. There are many full-colour maps and diagrams which, while frequently inventive, seem crudely drawn.

The book, part of the Outlook Geography Series, is divided into six units dealing with earth forces; the atmosphere; changing landscapes; mankind dominated; people, trade, and aid; environment. The approach is through case studies such as coal mining in Appalachia, the Snowy Mountains Scheme and a few locational

games. Exercises are arranged as Work Units with suggestions for further work and research projects. One good idea which occurs throughout the book is to look at landscapes as they might have appeared at different periods of history. There is, for example, a sequence of coloured illustrations for the Great Plains and Britain's geological past.

Certificate Mapwork aims to provide a comprehensive, concentrated course in map reading and map interpretation to O level and CSE. It enters a very competitive field but one in which there is an assured market if the text is good enough. In order to make sure of this the author has selected OS Second Series Map extracts which are metric contours. There are four of these. Clear, full-page photographs and useful "nutshell" diagrams and sketches support the text.

The approach is, orthodox, ranging from scale, grid references and directions to settlements, town functions and enlargement of maps. Special care is taken to encourage the understanding of photographs with maps. Periodically a page of revision exercises summarizes the work thus far. This is a sound and interesting book, but it has nothing extraordinary to recommend it.

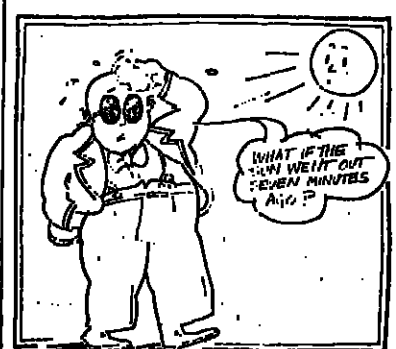
The second edition of *The Local Framework* has numerous changes. There is a change in chapter order, simple surveying has gone, and so have some very good photographs, though others appear in their place. The chapter on farming has gained a great deal to include a decision-making activity. There has been considerable redrawing and rearrangement of illustrations, often as a result of the advice of teacher-readers. This is a real improvement and the inclusion of additional information is also valuable. This new edition offers excellent and challenging material, full of interest, relevance and appeal for the pupil.

Physics for fun

Frank Anstis

CSE Physics for You. Volumes One and Two. By Keith Johnson. Hutchinson £2.45 each.

The two volumes of *Physics for You*, which have been devised to cover the requirements of the various CSE Examination Boards, adopt some of the ideas and experiments of Nuffield courses but more



An illustration from *Physics for You*, Vol 2.

closely follow the style that is associated with a traditional syllabus. Teachers will also see that they could conveniently be used for GCE O level courses in physical science.

The feature most clearly distinguishing this book from its many rivals is the author's obvious conviction that physics must be fun. Other teachers have vigorously proclaimed the same message but no one has previously made a more determined effort to put it into

practice by intermingling cartoons, jokes and rhymes with the serious content of a book. Some pupils may remain unimpressed that physics is fun, but teachers will have been shown that their work may profitably be accompanied by humour.

Volume One has introductory chapters on units, energy and molecules but it is principally concerned with heat, mechanics, waves and sound. Volume Two deals with light, electricity and atomic physics. Both volumes have a wide range of exercises and a wide range of simple experiments. The book is a pleasure to read and a pleasure to use. It is a pity that the book is not more widely available.

Topics such as the use of daisy bodiers, Archimedes' Principle, colour mixing and geometric optics have been included because they are requirements of the CSE Boards. In the general context of a book of this simple nature it becomes clear that these topics are not particularly useful to pupils whose schooling in physics will be at this stage. Those who do go on to study physics in the sixth form will unfortunately find a familiar gap between the work in this course and that of an equivalent O level.

Teachers looking for a text that is attractively produced at a competitive price should certainly take a look at these two volumes. They will find *Physics for You* an unusual amalgam of no-nonsense physics with a good deal of nonsense fun.

Save our Earth

Lifeless. By Jean Madarav. Henschel Hamilton £4.50. 241 0070 8.

Internal evidence such as "If you are under twelve" and "by the time you can vote" suggests that this is a book for juveniles but what the age range may be is hard to work out. The type is quite large and the sketches primitive. It does not look like a text book and one has to conclude that it is a library book possibly most suited to middle schools.

The title is an enigma but the cover, showing a sunlit earthrise from 400,000 km away, implies that the well-worn theme of "only one earth" might turn up somewhere. This may be one of a series but there is little to confirm this in the book. The contents list is not too helpful: Three Hundred Years Ago; In the Beginning; Changing Worlds; Clever Conquerors; Nature and Human Nature; Winds of Change and What Can I Do?

The Introduction makes things a little clearer: "If you care about your future, you may want to do better. This book describes how you might begin in a small way. No, it is not really about futurology or psychoanalysis but about the environmental crisis. Share and care; the haves and have not; the eternal Domesday Syndrome; the obligation and guilt of the Western World; family planning; what should you do about it in your own private life? Will all these well-known themes be coming to the surface yet again in another book?"

Yes; but it does make interesting

reading and it is well expressed for younger readers with some memorable passages such as "The death sentence of these people of the East into a life sentence" and "one thing is certain, if we believe there is no hope for human, there will be a little less hope for there was, because of your choice. Not all of it will be understood and the themes are deeper than many can appreciate."

Some items are wrong. On opposite pages Britain's population is given differently. It is not right to say that "only fifty years ago children were not supposed to think about world problems". What about the great teaching of Macaulay, Fairgrieve and other geographers who emphasized the "conditions of the great world stage"? The author says that the glaciers of India and Switzerland and the ice over the Poles are "all that you can see of the last ice age", surely a large omission of all the landscape features produced by ice action in many other parts of the world.

The book exhorts children to take individual action at the level of their own lives and it gives advice to write to, but why does it not use the school background more? Why not suggest activities which can be integrated into the normal learning situation?

The book is written with feeling and sincerity and it deals with very important matters. But how will any child know this as he browses in the library? What will draw him to the book and what will keep him reading it?

Bryan Waites

Pixi-hoods and pre-fabs

Jessica Saraga

Growing up in the Fifties. By Jeremy Pascall. Wayland £3.50. 85340 754 1.

To those of us who did grow up in the fifties, the images in the black and white photographs here, all so familiar, are a little like a magic word. Life was static and monochromatic: pixi-hoods and pre-fabs, boys in long Coronation, was black and white and

wet. Was it just growing up which made the world so bourgeois into colour and movement? You get a glimpse of it here with the young Elvis, with 007, and with the single mention of a magic word: "Beano". Life was finally on the brink of getting under way. This book, however, is the fifties as it was, not as it might have been. It is a book for children of the seventies and eighties, rather than for the parents who rather more of their customary

Roman to Regency

Jessica Saraga

Growing up in Roman Britain. Growing up during the Norman Conquest. By Frances Wilkins. Growing up in Elizabethan Times. By Amanda Clarke. Growing up in Puritan Times. By Amanda Clarke. Growing up in Regency England. By Madeline Jones. Each £4.50 each. Visual Sources Series. Roman Britain. Norman England. By Peter Lane. Each £4.75 each.

I am beginning to wonder if I am getting obsessive about acknowledging sources. I cannot be alone in thinking it matters whether a picture in a history book is a primary source, originating in the period described, or whether it is the creature of the imagination of some lack Victorian engraver. Book after book appears with artists' impressions thrown randomly in with contemporary prints and present-day photographs, like ingredients in a Spanish omelette. Perhaps I am extreme in rejecting artists' impressions out of hand because I cannot accept illustration masquerading as evidence; perhaps at least a living artist's sketch could be excused more readily than those apparently lifted from the pages of our parents' and grandparents' schoolbooks; if only it was made clear what they were and which was which, for children cannot work this out for themselves.

These "Growing up" books, like their predecessors in the series, contain some excellent illustrations, but whether sources are quoted and dates are given seems to be an entirely random decision, and so the confusion between evidence and interpretation is compounded. The information that one particular print is from the nineteenth century does not necessarily imply that the others are contemporary with the period described. In *Growing up in Roman Britain*, fig 16 is given as "by a Victorian artist". Grudgingly—fair enough, fig 18 shows a Roman betrothal ring. Marvellous. Fig 19 is a relief, fairly obviously Roman, though used for a wedding scene. Good. But what are we to make of figs 17, 20, 21 and 22? These never saw the light of day in Roman times, but there is no mention of their dates or origin.

Growing up in Puritan Times is similarly guilty, and without the mitigation of sparse material; there can be no excuse for including a picture painted only 50 or 100 years ago, with the caption "Oliver Cromwell and his son" which suggests at least a seventeenth-century origin. If not a portrait actually set for the couple of paintings with apparent pretension to high art, their painters are named, but I do not believe that little known nineteenth-century moral painters, whose purpose was any thing but historical, can add any

thing useful to our understanding of seventeenth-century Puritanism. All this is a pity since the books are well-written and interesting, but should be enjoyed by the 12 to 16 age range for which they were designed. I must in any case exempt *Regency England* from my accusations; here there are no anachronistic illustrations and though the sources are not acknowledged, many of them are dated.

We turn more hopefully to the Visual Sources series for a similar age range. The emphasis on sources sounds promising, and some impressive architectural, aerial and landscape photography looks inviting. Artists' impressions, too, are identified as such—well, mostly. But, once again, what kind of a source is an artist's impression anyway? Certainly not a primary one. Can it usefully be used as evidence? Peter Lane seems to think so and buses a fair proportion of his exercises "for the young historian" thus on visual material which itself is an interpretation and which we have no way of evaluating.

If we are going to talk about sources, let us keep the issue simple by sticking to primary ones; if we are going to encourage children to explore historical methodology, let us do it respectfully. There is nothing wrong with a reconstruction, provided it is not asked to do too much, but let us throw out for good this legion of faceless artists and their hosts of unauthenticated impressions.

German survival guide

Philip Lewis

Wir sind in Deutschland I. By Gisela Cumming. Edward Arnold £1.25. 7131 0408 2.

In one of the last letters which my former Professor at Cambridge wrote he referred to the "dead vocabulary" and "dull sentences" of the middle-aged as a result of modern languages' teaching. The whole approach has changed since then and Chomsky has enlightened us to the innate programming which enables children to learn the "deep structures" of language.

Wir sind in Deutschland I, like its companion volume *Nous sommes en France I*, is truly in the modern tradition of language learning—the move from the merely descriptive to the totally relevant-participatory situation dialogue encouraged by the so-called "survival" element in CSE examinations. The book contains an excellent method of learning the correct grammatical use of elementary idioms. If pupils are soundly drilled in these basic constructions they will have no difficulty with either CSE

or GCE oral work—or with most conversational compositions. Gisela Cumming's great achievement is in the intelligent compilation of engagingly interesting situations that will be of considerable help to the slower learner and of undoubted value to the more academic. Her little book deserves the widest use.

able contribution there are no fewer than eight spelling or grammatical mistakes in the first 36 pages. The author is wholly successful in her specific aim relating to the CSE examination, but I have no reservations about recommending the book for CSE O level pupils at all. Let there be no misunderstanding about the term "survival guide", which alone survived in the minds of the middle-aged as a result of modern languages' teaching. The whole approach has changed since then and Chomsky has enlightened us to the innate programming which enables children to learn the "deep structures" of language.

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Keys to biology

Peter J. Baron

Living Things. A CSE Biology. By V. Slaughter. Edward Arnold £2.75. 7131 0416 3.

In the field of biological education the devastating spending cuts imposed by the Government seem not so far to have affected the number of titles newly published. Obviously, the publishers must come sometime and it would seem likely that this, coupled with a possible national curriculum, might well stifle the innovative efforts of many authors.

But for the present, we are fortunate in having at our disposal a multitude of British books which allow the teacher to make an individual approach in a variety of class room situations. And such an approach may well be aided by *Living Things*, which is specifically designed for less able CSE candidates.

It is a picture book intended for those who do not have total command of certain basic skills, and much of the information is presented in the form of diagrams, flowcharts, and tables.

cluttered, labelled diagrams accompanied by just a few black and white photographs. While the contents are organized into traditionally arranged chapters, sentence construction is simple and the brief text therefore easy to understand. Various key words are progressively included to help children learn the necessary technical vocabulary, and short comprehension exercises are interspersed at natural breaks in the teaching topics. These are further supported by examination level questions at the end of each chapter.

My only real criticism of this work centres on the genetics section where basic information does not extend to the inclusion of sex linkage or heterozygosity or homozygosity. Also, to Mr Slaughter's insistence that "tapeworms and liver flukes... are protected by a tough cuticle", I say this book is a minor fault space purchase which worthwhile, enable more suitably motivated children, blessed with a reasonable teacher, to pass their CSE Biology examinations.

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CSE/middle school books

Channel crossing

Michael J. Smith on French books

Action! Graded French: Book 1. By Michael Buckley. Nelson Pupil's book £2.25. Teacher's book £2.50. Flashcards, tape cassette and reel available. **Understanding French.** By Margaret Coulthard. Hutchinson £2.25. 09 141471 7.

It was, of course, entirely fortuitous that these two books for review were waiting amongst my mail when I returned from leading an exchange visit of a group of pupils to France. But the coincidence did serve to underline the importance of making our teaching of French relevant: if it fails actually to work on the other side of the channel, it needs to be looked at very critically.

The first part of Michael Buckley's new course immediately strikes one as being relevant in this way. Side by side with the teaching of the language is a wealth of information which a visitor to France will find invaluable and which often has to be sought in books other than the course-book. Much of this information is of a general nature, but it is all provided within the context of a real town, Boulogne, an excellent choice because of both its variety and its proximity to England. The imaginary Amblers has served its purpose for teachers and pupils for many years now, but one could never actually go there to see it.

Action! with a generous selection of photographs, and in fact the whole layout of the book is attractive, with drawings, cartoons, maps and puzzles. The text itself is broken up into small and easily digestible morsels. Much of it is in English, for which there need be no apology, as the book is serving not only to teach the language but also to introduce the people, who, incidentally, include French, Canadians and some inhabitants of the *La France Outre-Mer*. A tape, not sent for review, accompanies the book and is an essential component of several sections and exercises will not appeal to that vast mass of poorly motivated pupils which it is the unhappy lot of French teachers to meet these days.

The course aims not only to prepare for examinations, but also to develop understanding of French, which it would certainly do if followed conscientiously. The subject-matter is also divided into sections (transport, work, eating and drinking, and so on), but some of the passages and, in particular, their format and presentation will not appeal to that vast mass of poorly motivated pupils which it is the unhappy lot of French teachers to meet these days.

Critics of the more informal course frequently cite the absence of a grammar reference section.

Putting pen to paper

English Practice, Further English Practice. By John Jenkins and Sylvia Sumner. 1985. 85p each. Whiston 85p each.

Reading Comprehension Passages Book 5. By Roland John. Collins 65p. 00-370105 0. **Certificate English Comprehension.** By M. T. Fahn. Collins £1.25. 00 37722 4. **Certificate English Comprehension.** By F. Burns. Collins £1.25. 00 37721 6.

Comprehension and Summary. By Raymond O'Malley and Denis Thompson. Heinemann £1.50. 435 10689 9. **How To Write Essays.** By Roger Lewis. Heinemann £1.50. 435 10689 3.

Publishers must at times think about books as the Murch Hare

thought about butter: put the best results into the works and the best results must follow. Yet there is a depressing sameness about these "best practice" volumes which reduces teaching and learning to the level of mechanical operations. *English Practice* aims, not surprisingly, to provide a generous amount of practice material covering the basic techniques of punctuation, spelling and the use of language. True to form, page one begins: "Sentences are groups of words which express complete thoughts and which make complete sense", with a subsequent page-by-page examination of hyphens, apostrophes, comparatives and superlatives, letter writing, commonly confused words and other regular fodder.

The second book graduates to the sentence, reported speech, metaphors and negatives in a similar

Roy Blatchford

format of example hotly pursued by a string of exercises. The layout, robust binding, revision slots and general "basics bolt-hole" style guarantee its use across the secondary age and ability range. Equally dull in design is *Reading Comprehension Passages*, which, though designed specifically for EFL teaching, is likely to find its way into CSE classes. Twenty-eight prose passages and one drama extract are mercilessly milked for comprehension purposes.

The questions of the common exam in English must currently figure in educational publishers' plans for the eighties, despite Collins's disclaimer the Fahn and Burns texts are surely weighted towards O level. That said, they are impressively professional in design, attractively printed and offer wise advice to prospective candidates. Both contain guidance on planning, accuracy, style and techniques in examination conditions, with *Certificate English Comprehension* thoughtfully examining the various demands of personal, descriptive, narrative or discursive writing. Particularly helpful for students of all abilities is the trenchant, detailed analysis of actual examination answers.

The O'Malley and Thompson volume was first published in 1964 and its *Price and Content* has now reached a second edition of the rewrite. Comparing the original publication with *Comprehension and Summary* highlights the unchanging constituent parts of our national English examination. The approach is the familiar mosaic of hints, passages for study and sample papers from the UK's eight O level boards.

Roger Lewis's *How To Write Essays* has an altogether more expansive brief, either as a source book for teachers or as a guide from CSE to degree level. The course aims at involving you in a conversation with the author, with your own voice heard throughout—a compact, sage and methodical run through the whole range of techniques required for essay writing, whether at school, college or

university. The book is a pleasure to read and a pleasure to use. It is a pity that the book is not more widely available.

Topics such as the use of daisy bodiers, Archimedes' Principle, colour mixing and geometric optics have been included because they are requirements of the CSE Boards. In the general context of a book of this simple nature it becomes clear that these topics are not particularly useful to pupils whose schooling in physics will be at this stage. Those who do go on to study physics in the sixth form will unfortunately find a familiar gap between the work in this course and that of an equivalent O level.

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Spoils from the battlefield

ADRIAN HOPE on how schools can take advantage of developments within the hi-fi industry

Schools wanting new audio equipment and only casually in touch with the hi-fi market are likely to be thoroughly confused by trends in the past year. With money for purchasing new equipment so short, an understanding of what is happening is essential for sensible purchasing.

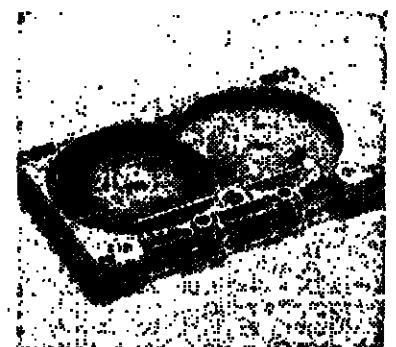
It is no secret that the hi-fi industry is in a bad way. Most homes that both want and can afford high fidelity radio, disc and tape reproduction systems already own one and are disinclined to replace it. The hi-fi market is approaching saturation. The effects of that are wide ranging and it can be of considerable advantage for schools and education authorities to understand what is happening.

The major Japanese manufacturers made expediency plans at least ten years ago. Since then considerable money has been invested into the research and development of video tape and video disc systems. Although this at first appears to have no bearing on the audio scene, the progress of audio and video technologies are inextricably linked. Within a few years digital sound recording, a new field of audio technology, will break onto the market. We will look more closely at digital audio later in this article, but suffice it to say for the moment that digital sound recording is made using video technology.

The Japanese also saw the wisdom and virtue of moving towards even increasing automation of their audio production lines. When a market slump becomes bitter, there are no more easy pickings and apart from artificial exceptions created by snob appeal and the desire to own a scarce, virtually handmade product, it is the best, cheapest and most reliable product that wins the day.

The only way to make electronic products cheaply and reliably is to introduce progressive automation into factory lines and to continually reduce the size and complexity of all the electronic circuits. This is achieved by "integrating" them into silicon chips. Although it is extremely expensive to automate a production line and integrate a circuit, it is a wise investment. Once an automated production line is "going" and "chips" have been

fact, that any company still trying to produce in bulk by old fashioned methods cannot hope to survive.



PVC metal-coated tape cassette from TDK.

developed to replace bulky "discrete" electronic components, what rolls off the production line is competitively cheap. So cheap, in fact, that the Japanese have also seen that in a bitterly competitive market place, it is a new product with a novel selling feature that attracts the public and trade attention. Over the past few years we have seen a deluge of new products in the hi-fi market. In some cases the novelty is valuable, but more often it is merely for its own sake.

This knowledge can be a real advantage to a school with limited funds. "Last year's model" is often just as good as "this year's model", with the added advantage of costing less because it is now a discounted line. Provided that the manufacturing company has a reputable name there is little danger in buying last year's model, probably at a bargain price.

An example of such planned obsolescence is the Japanese hi-fi industry's decision to manufacture miniature hi-fi. For years "big" has been equated with "best", and "large" with "powerful". But domestic space the world over is becoming progressively tighter, especially in Japan where homes are tiny even by London bed-sit standards, so there is now a bandwagon for the compact hi-fi at high prices. There seems absolutely no reason why schools, with more space to play with than

the average home, should worry about the size of equipment and pay more for smaller size.

There are also several other recent developments which need mentioning simply because publicity for them is so pervasive. Consider metal tape. It is now two years since two companies, 3M in the United States and Philips in Holland, announced that they had overcome the problems involved in coating magnetic recording tape with a mix of fine pure metal particles, instead of the usual magnetic oxide particles. It had long been known that a coating of pure metal could offer better magnetic qualities than magnetic oxide. But pure metal is difficult to handle at the production stage and unless the coating mix is very carefully formulated with a binder there is a risk of the pure metal rusting to useless non-magnetic oxide in storage.

After the original 3M and Philips announcements, virtually every other major tape company followed with a promise of its own brand of pure metal tape. In turn the manufacturers of cassette tape recorders promised the availability of machines capable of handling cassettes containing pure metal tape.

Although the pure metal tape and cassette look exactly the same as an ordinary oxide tape cassette, the superior magnetic characteristics of the metal coating places heavy demands on the electronic circuitry of the recorder. In short, a conventional cassette tape recorder will not function efficiently when loaded with pure metal tape. It may, for instance, produce distorted sound, or worse code. In practice when a hi-fi stereo recording is digitally encoded the output is a stream of several million pulses a second or several megahertz. The pulse stream is equivalent to an analogue signal of several millions of wave cycles a second or several MHz.

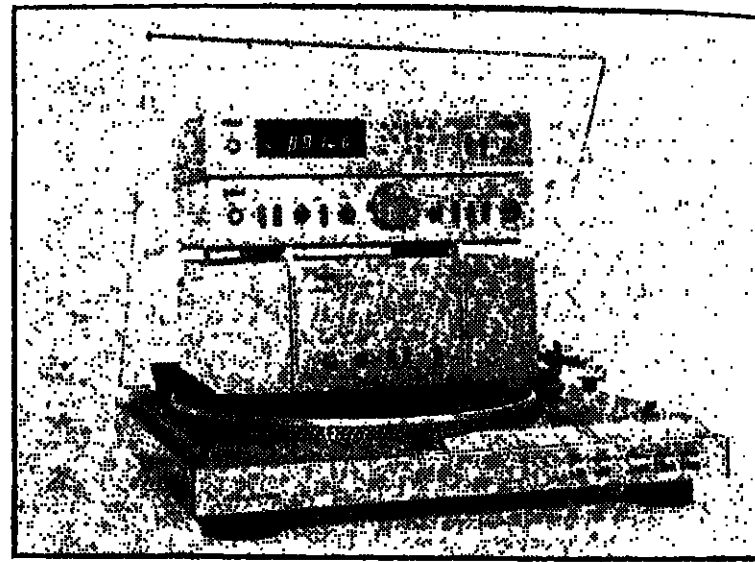
Although there are now several dozen metal-capable recorders on the market it is still very difficult to buy a pure metal blank tape. Metal tape is unlikely to be in full supply until at least the end of this year. Even then it will cost three or four times the price of a conventional cassette of similar length.

A pure metal cassette uses a "metal-capable" deck and produces very good audio results, comparable to those obtained from a real-reel or open-reel tape recorder running at 7 1/2 in a second. And it is likely that within a year or so virtually every new cassette recorder will have a metal-tape switch position. Many hi-fi enthusiasts would not now dream of buying a new cassette deck unless it is "metal-capable". It follows therefore that there will be some bargains around for anyone content to buy a conventional cassette tape recorder without metal capacity.

And realistically it is hard to see schools needing or wanting to use metal tape. So the moral is obvious. Watch out for cassette recorders from well known brand name manufacturers which are being sold off relatively cheap simply because they do not have a switch setting for pure metal tape.

A final word on hi-fi and audio equipment now coming to light in articles, or at least mentions, on digital sound recording. There are also records now on open sale which boast on the sleeve that they have been made with this new technique. Understandably some would-be record purchasers are put off because they fear that these discs will not play on their existing hi-fi equipment. Equally understandably some people are reluctant to buy new hi-fi equipment because they fear it will be made obsolete by the advent of a new generation of digital sound recording, and they will be left with a surplus of equipment. Such fears are unfounded.

The concept of recording sound in digital code, rather than ana-



To give an idea of the size of their new Aurax micro hi-fi units, Toshiba perched a stack of three components—a power amplifier, pre-amplifier and digital synthesizer on the platter of their new automatic turntable. The micro stack is under 9in high.

logue waveform, is old. But it is only in recent years that it has become possible, thanks to the miniaturization of solid state circuitry, to produce digital sound systems which are both small enough to fit inside a house and capable of handling true hi-fi in digital code.

But what is digital sound? Briefly, when the analogue waveform of sound is converted into digital code, it is chopped up into a very rapid stream of pulses, rather like a machine gun burst of Morse code. In practice when a hi-fi stereo recording is digitally encoded the output is a stream of several million pulses a second or several megahertz. The pulse stream is equivalent to an analogue signal of several millions of wave cycles a second or several MHz.

That range is quite impossible to record on a conventional sound recorder or disc record, which has a frequency range of only about 20kHz or 20,000 pulses a second. But a video tape recorder, or video disc player, is able to handle frequencies of between 5MHz and 50MHz because this is essential for the reproduction of colour television pictures. So a video tape or disc recorder is the ideal means of recording digital sound.

In Japan it is already possible to buy a digital sound decoder for use with a domestic video tape recorder. The analogue waveform from the recording microphone is fed to this adaptor which converts the waveform into a stream of pulses. These pulses are then fed to the video tape recorder which records the stream of pulses just as if it were a colour television signal.

For playback the adaptor decodes the pulses and reconstructs the analogue waveform for amplification and reproduction by loudspeakers in completely conventional manner. Several recording studios are now using digital tape recorders of one form or another and many of the major record companies are stockpiling digitally recorded tapes.

Many electronic companies around the world have, of course, already developed video disc systems and these can easily be modified to serve as carriers for digital sound. So in the homes or schools of the future there will probably be a video disc player, a video disc which reproduces sound recordings from digital audio discs.

Digital disc, if properly produced, can produce sound which is far clearer than anything yet heard from conventional audio reproduction systems. The digital disc of the future will also be much more resistant to dirt and finger marks. For instance, in a

system developed by Philips, the digital sound recording is read by a laser which sees straight through surface dirt.

That is as yet no world agreement on digital recording standards. It is still uncertain whether the public will be offered digital disc recordings on a number of different, incompatible systems, or whether the makers will see sense and get together and standardise.

The record companies that are using digital tape recorders in their studios have no choice but to issue their digital recordings on conventional (analogue) LP discs. These are the discs that are now being sold under the "digital" label and they are quite ordinary discs, played on all existing gramophones.

The only difference is that the original recording was made on a digital tape recorder and at least something of the increased clarity of that type of recording can be heard from the released disc, even though it is of conventional or old-fashioned type.

Schools interested in a taste of digital sound can get it from the following recordings (instantaneous because they are available at reasonable prices, rather than inflated import prices).

Decca—(double album) "New Year's Day Concert in Vienna" (January 11, 1979) with Vienna Philharmonic conducted by Willi Boskovsky. EMI—Debussy's "Images" and "Prélude à l'après-midi d'un faune" by the LSO conducted by André Previn, and on the "pop" side, Warner Brothers "Boy! Did you drop" by Roy Cooder. Finally, the first digital single, "Love don't live here any more" by the Morrissey-Mullen group on the EMI label.

Question & Answer
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This series consists of 4 cassettes plus small booklets, each playing time 5 hours, covering problem and multiple-choice type questions taken or adapted from past G.C.E. examination papers. Each cassette is accompanied by a special total price of £14.95 p.p. 75p.

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The farmer and the teacher should be friends

by Derek Golland

School visits to farms have been a common feature of many a school curriculum. Even Milton extolled the virtue of such an exercise. What then made last weekend's conference "The Farmer and the Teacher" at Staffordshire College of Agriculture of interest to nearly one hundred delegates?

The conference was sponsored by the Association of Agriculture, Countryside Commission, Country Landowners Association, National Farmers Union and Staffordshire County Council whose intention was to bring together not only those who wish to use the countryside (the teachers), but also those upon whom the responsibility falls for making that countryside accessible (the farmers). Encouraging the use of a particular resource and then failing to ensure its availability only leads to frustration and yet it is not an uncommon practice.

The conference based the majority of its content upon work-

ing sessions on a modern dairy farm and it was this practical element with its attendant samples of teaching material that was an obvious attraction. To the farmer it provided an opportunity to identify the potential in his own situation while the teachers were able to examine a range of approaches to the use of the farm.

One of the points to emerge clearly was that many came to the conference with the preconception that a farm visit should primarily offer the pupil the opportunity to study agriculture. Furthermore, it was felt that a pupil would probably visit a farm once in his school life and that visits should embrace as many aspects of the farm as possible.

The conference clearly illustrated, however, that there is much more to a farm than "agriculture" alone, focussing attention upon the use of woodland for ecology or as a stimulus for language development, or the farm as an element of our heritage. The farm used by the

conference, for example, is the possible site for a colliery development.

The farm is engaged in the production of milk, of which we have a surplus, but the development of the mine would provide much needed coal and at the same time 1,300 jobs. The study of such an issue contributes towards the pupil's development of essential value judgments.

The primary-age child might also visit the farm for other purposes. A teacher might wish to come into a farmyard with a prime concern for mathematics, acquisition of detailed information about agriculture being of lesser importance.

The style of a visit was a major discussion point. Farmers felt that teachers were not sufficiently selective, but tended to opt for a Cook's Tour of the farm. The best approach was for the teacher to make personal contact with a farmer and work out a selective programme during a series of preparatory meetings.

Apart from creating mutual understanding, the other significant aim of the conference was to provide a framework for the production of advisory material for both farmers and teachers on how to make the best of a farm visit. De-pite the fact that many farmers are making their farms available to schools, the school population is for the most part urban and has some difficulty in making contact with a farmer. The conference participants will give teachers an indication of ways in which they might set about forming a permanent link with a suitable farmer. Similarly they will offer appropriate guidance to farmers.

The final material will be available in the form of a Countryside Commission pamphlet later in the year. In the meantime inquiries should be addressed to Association of Agriculture, Victoria Chambers, 16/20 Stratton Ground, London SW1P 2HP.

resources

Small screen test cases

Sussex Video, the first British company to go into independent production of video cassettes for educational use, last week announced their first production: six half hour tapes on British history. This offspring of Sussex Tapes has kicked off production with A. J. P. Taylor on *The Origins of the Second World War*; Conor Cruise O'Brien on *Irish Home Rule*; Christopher Hill on *Cromwell*; John Gillingham on *Lloyd George*; Colin Matthew on *Gladstone*; and Professor A. G. Dickens on *The Dissolution of the Monasteries*. Other subjects in production are on Shakespeare (they hope with the involvement of RSC), geography and architecture.

The trend in putting eminent critics and experts on audiotape, film and video is well established, but few videotapes have been made with schools in mind. The tapes are designed for A level and above though they could also be used with O level students.

Each tape sells at £39.50 plus postage and VAT or all six for £19.50. Licensing costs £12 for up to three days, or you can become a member of the Sussex Video Library for £50 and £3 will cover each hiring of available titles. Schools will hardly be able to afford such prices so it looks as if the first orders will come from independent schools, further education colleges and, perhaps, sixth form and teachers centres. But the real market in this country is probably still at university and polytechnic level. Sussex Video also has an eye on the overseas market. A. J. P. Taylor, they say, is being snapped up even before previews in North America. *Lin. Heron*

A Gateway Special need not be a cheap ticket for the railway: it can be a small self-contained, payload of up to 200lb travelling on a space craft.

The Royal Aeronautical Society has reserved a Gateway Special place on United States Space Shuttle flight No 322 and is organizing a competition for schools to design the package. Science teachers are invited to attend a free lecture at the society's lecture theatre on April 30 at 6 pm, or to write for further information to The Royal Aeronautical Society, 4 Hamilton Place, London W1V 0BB.

Machinery of incarceration

by Andrew Huxley

Behind Bars: the story of Prison Reform
By J. R. S. Whiting
20 slides, 12 page booklet. £5.25.
The Day Centre
By John Wilder
5 slides, cassette and notes. £8.
Focal Point Filmstrips Ltd, 251 Copnor Road, Portsmouth, Hants.

Are slides ever useful in teaching social sciences? The evidence of human interaction would seem to be the moving picture, and of these two slide packs only the slides in *Behind Bars* convey information, and so earn their keep. And this, significantly, approaches the subject of prison reform in the nineteenth century via bricks, mortar and machinery (more than half the slides are plans or general views of specific prisons or devices), rather than via the prisoners and their reformers. Except for one powerful photograph of the Pentonville Treadwheel in operation in



1890, the emotional weight of the subject is borne by the anecdotes and statistics packed into the short text.

Slides and text together make a useful introduction to the subject at school history level, even without making reference to contemporary developments.

But after describing the move from non-productive exercise (weight moving, the treadwheel) to productive work (oakum picking), surely there should be some mention of the current proud flagship of HM's goals, Golding's Industrial Prison? And after extolling the isolation system introduced in Pentonville in 1844 for increasing the inmates' insanity rate a

hundredfold, it seems positively perverse to ignore the reintroduction of the isolation system in Wakefield with the Special Control Unit.

The Day Centre is another roll of celluloid altogether. Produced in conjunction with the Psychiatric Rehabilitation Association, it describes the role of the Day Centre as a halfway house between the mental hospital and the outside world. Here, where the aim is to convey the feel of a human institution rather than its ground plan, the use of static slides becomes plain silly. "Money earned by the group is shared out by mutual agreement", announces the cassette while our eyes rest on—yes!—five piles of money on a table.

Video and the law

CHRIS GRIFFIN-BEALE
on copyright

When Sir Harold Wilson's Interim Action Committee on the Film Industry recently devoted its third report to the impact of new technology, it concentrated on the boost to revenue promised from subscription television by cable, and the dangers threatened by direct satellite broadcasting (dangers which are real but not inevitable, as the committee suggested). But the report also proposed a solution to one of the thorniest problems posed by the spread of home videocassette recorders: the ease with which people can flout copyright laws in the privacy of their own homes by recording off-air.

It is now widely accepted that legal remedies on the principle are unenforceable and electronic protection is little better. A number of



electronic security systems have been developed to protect pre-recorded videocassettes from illegal copying. But any black box, developed within the economics of the consumer market, can be neutralised by an unauthorised development of another black box that will unscramble the signal. There is no practical way in which normal broadcast signals radiated to millions of existing receivers could similarly be protected against copying.

However, the clamour for protection is amplified by the experience where the widespread practice of taping off discs is blamed for the decline in record sales.

Since the practice seems virtually unstoppable the solution proposed is a levy to compensate copyright owners. In 1977 the Whitford Committee on Copyright recommended a levy on the sale of the recorders themselves, but Wilson's committee advocated instead a levy on the sale of blank videocassettes, a system which it claimed "may be more appropriate and of more direct relevance to the copyright material which it is intended to protect".

One major use of the videocassette recorder is as a time-shift device, allowing the owner to view programmes he was unable to see at the transmission time. If the viewer simply looks at the material once, it could be argued that he is making no more use of the copyright material than if he had viewed it free at the original time, without paying the levy.

However, for time-shift purposes, the tape can be wiped immediately and reused many times, so the levy would be spread over a considerable number of recordings. If one keeps and repeatedly views a recording, one would in effect be paying more in levy, which is as it should be.

But the levy would be undiscriminating in a more serious respect. It would presumably be paid by all purchasers of video-



cassettes, even if they were using the tape legitimately to record copyright-free educational material, or to record their own original video material with one of the increasingly cheap video cameras now on the market. The cost of education in such a scheme would be implemented. And nobody has yet come up with a better solution.



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resources

Black and white judgments

M. J. CLARKE on development education

Introducing Development Education: The Changing World in Geography 50p. The Development Puzzle, £2.20. Compiled by Nance Lul Fyson. Nigeria in Change. By John and Penny Hubley. All published by Centre for World Development Education, 128 Buckingham Palace Road, London, S.W.1.

Development education is a minefield, and the deeper we delve into its multiple challenges, the more difficult it is to avoid being blown sky-high by treacherously simplistic viewpoints. Issues of staggering complexity have long been trivialised by black and white judgments, and the way forward must be presumed to lie in a realistic acceptance of the grey compromise, rather than in the somewhat naive trend towards rejecting the white view in favour of an equally blinkered adherence to the black.

At its best, the welfare focus represented by parts of urban, social geography and by global development education has done geographers a great service by showing that value judgment and issue discussion occupy central places alongside the scientific aspects of their subject. However, that service will soon sour if the judgments concerned become simply a ritualised chant in which the plight of the Third World is explained away as the product of capitalist imperialism and multi-national companies, a new determinism every bit as crude as the environmental version that is discredited in the early stages of the argument.

Too much of the exercise seems designed to expunge the guilt (real or imagined) of the rich, rather than actually to improve the lot of the poor. After a hundred years of the geographer acting as a silent observer of the world and its people, we are now in danger of seeking change largely by making the observation weapons instead of by exercising professional action for detached observation.

One of the more encouraging paths through this professional and educational jungle is the booklet *Introducing Development Education: The Changing World in Geography*, produced for teachers by the geography study-action group of the Centre for World Development Education. Its content represents the group's first priority for supporting and improving the development dimension of geography teaching—an annotated analysis of the development component in

currently available textbooks. This sounds a somewhat arid task, but the result is much more varied and lively than could have been expected.

A brief but perceptive introduction specifies the 16 themes most consistently considered to be relevant to the topic, and a tabular analysis ranks the performance of each of the 71 chosen books. The heart of the study, however, lies in its general book reviews. These will help with book purchase and will also help to pinpoint strengths and weaknesses in the books.

For the most part, the reviews are informative and positive, although occasionally they do point out the silly side of development education, which involves "reverse prejudice" against the developed world. Why, for example, should we be shocked to find that the first picture of an international airport (in West Africa) shows a British Caledonian aircraft rather than one from the many West African airlines? Is reality now to be re-written to exclude all positive reference to the developed countries?

Similar negativism from time to time undermines the otherwise outstanding resource potential of *The Development Puzzle*. The numerous contributions are short but extremely effective, both in what they achieve internally and in what they are able to suggest for further activity and thought. In this respect, brevity certainly does not breed triviality, for the depth of understanding reached is often impressive and at least some attempt is made to introduce two sides to the arguments. Sometimes, however, the discussion is far from open-minded.

Cartoons exclusively depicting the white races as stupid, grasping and heartless may be superficially funny, but they are hardly a helpful step towards multi-racial education. Similarly, encouraging children to design a slide show in which one group is generated by placing in juxtaposition Western luxury and tropical deprivation seems a mindless approach to global understanding. One looks forward to the time when development education can gain sufficient confidence to approach their their underlying case is strong and interesting enough to render cheap gimmicks and self-denigration redundant.

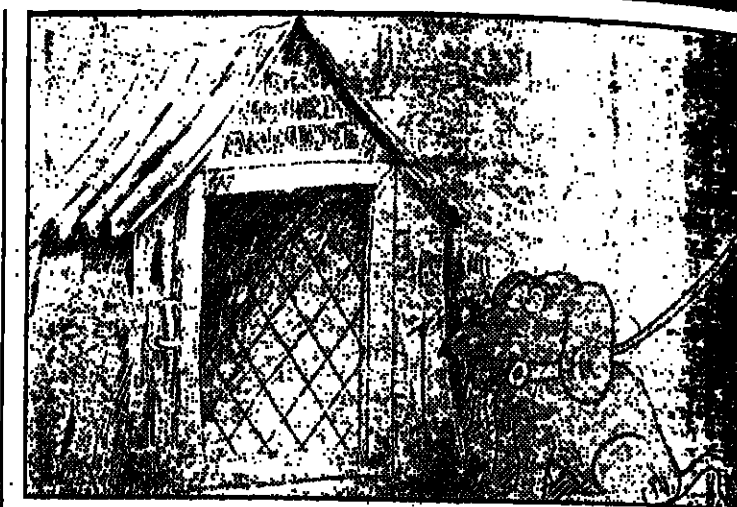
The final item in this review package is the most impressive in bulk, though not in content. Five slide sets and two picture sets provide to provide a basic resource for

the study of Nigerian development. Closer examination quickly reveals that the case study is in fact restricted to Yorubaland, and that the authors (a psychologist and a health educationist) are interested overwhelmingly in their own specialist fragments of the development issue. The material is thorough, informative and coherently structured into a series of arguments about people, family and health, but to widen the resource beyond these bounds is an exercise in special pleading.

A substantial teaching booklet provides picture captions together with notes from several other sub-topics, such as the material might be applied outside the area of health. Some of these brief essays are quite imaginative—the geographer making a particularly brave attempt to identify general relevance. In contrast, the primary school contribution gives up the struggle altogether, and divorces into a general physiological investigation whose suitability might be questioned by some teachers and parents. (Hands up all seven-year-olds who arrived via a breech birth and want to tell the class about it—and please ask Mummy tonight whether you were breast fed!)

Development education in general, and its geographical aspects in particular, are here revealed as a stimulating but sometimes infuriating mixture of high ideals and flawed performance. The importance of the topic and the obvious enthusiasm and good intentions of its proponents are enough to excuse many imperfections. For the rest, there are already signs that, as the approach matures, there is plenty of substance to take the place of dogmatism.

From "Nigeria in Change"



Day in a dog's life

A Dog Deceived Slide/tape programme, £13.20, or £3.50 for hire. Office of Fair Trading, Field House, Broom's Buildings, London EC4A 1PR.

A Dog Deceived is a charming and useful presentation which demonstrates how the Trade Descriptions Act applies to holiday bookings. The dog in question, O'Shaughnessy the "shophound", is a cartoon creature who has already featured in a previous slide/tape. In this episode, his owners take a holiday abroad and put him in kennels—highly luxurious according to the brochure, but in fact most disappointing. Realising this on their return, they go to a consumer advice centre and thence to their local trading standards officer, who explains to them their means of redress and prosecution.

The point is that the same conditions apply to human holidays. An accompanying leaflet, *Packing for Days Abroad*, explains the details of the Association of British Travel Agents Code of Conduct and gives a list of points to look for. Another leaflet gives a summary of the Trade Descriptions Act. It is also pointed out that other issues of health and hygiene in O'Shaughnessy's kennels are covered by different legislation.

The media audience for *A Dog Deceived* will be colleges, teachers' training and other adult institutions. However, it could be especially useful for pupils old enough to be thinking about package holidays in this country or abroad; and in any case constitutes a good introduction to issues of consumer protection and redress. The cartoons are attractive, and the programme runs for 13 minutes.

Nick Thomas

Sport on video

Video Sport for All, five programmes for home video recording, claims to be the first sports training selection for the home video market.

Three of the programmes deal with swimming, where underwater photography can be particularly helpful in showing strokes and dives. The other two titles are "How to play squash rackets" and "Football—Tenniswork" and "Tactics".

Video Sport for All programmes are available in VHS Betamax and Philips formats, and the expected selling price is around £30. Further information can be obtained from Video Sport for All Ltd, Marvic House, Bishops Road, London SW6.

Welsh media

Information on audio-visual media and resources in Wales is being gathered by Hywel James at the College of Librarianship Wales in a Directory of Resource Providers. The Directory will list addresses of manufacturers as well as sources of free materials. Welsh language resources will be given special attention.

Mr James is looking for suggestions from librarians and teachers and people with comments on a questionnaire to the directory are invited to contact him at the College of Librarianship Wales, Llanbedr, Fawr, Aberystwyth, telephone 0970 3181.

ANDREW ROTHERY and P. C. DAVEY review two adult education mathematics series

Working maths

Numbers at Work 12 TV programmes made by Yorkshire television. Book by John Gillespie, published by the National Extension College (£2.70 plus 54p p & p)

On Sunday mornings you have recently been able to switch from time to time to a programme called *Numbers at Work* (without a board) in *Numbers at Work*. Once over the shock, however, you could settle back and enjoy his excellent presentation of this mathematics programme. *Numbers at Work* is a series of how mathematics is used in the everyday working world and suggested how the calculations could be performed. The mathematics level was intended to make the material suitable to adult numeracy schemes and the book is also aimed at that audience.

The earlier programmes kept very much to number: arithmetic, metric units, rates, percentages, etc. The later programmes branch out into proportion, angles, scales and drawings, and graphs. Throughout the series, constant references were made to the way various jobs make use of mathematics.

We saw swabs being weighed in hospital to measure a patient's blood loss during an operation. We studied ratios of mixing ingredients in making pigswill and, for city dwellers, concrete.

It was difficult to imagine that the applications described would have a direct personal relevance to

each viewer. A nurse, who lodged on a pig farm, helped with the concrete-mixing and went orienteering and rally-driving as her hobbies, and found many helpful mathematical tips. But for those with only one job, the presentation of how maths is used in other people's jobs is basically a matter of academic or general interest.

This applies to the book, too. The mathematics which everyone uses is in domestic situations. *Numbers at Work*, by taking applications in people's jobs, did have some difficulty making each calculation seem directly relevant and useful to everyone. This aim of teaching everyday mathematical skills has only been partially fulfilled. However, the objective of showing how maths is used in our society was splendidly achieved.

The programmes moved from filmed demonstrations and interviews to Fred Harris in the studio, who explained, nicely what was going on. The sheer range of simple, yet essential uses of mathematics was very impressive. Without going deeply into mathematical principles, and by making good use of an electronic calculator, the programmes were able to show maths in use in a lively way, uncluttered by too much mathematical detail.

For those who wanted to do some sums the NEC book provides problems to solve in similar contexts to those shown on the screen. The book is also useful to the reviewer, were questions broadcast on the ORACLE information service.

These programmes would be a major source of inspiration to a maths teacher interested in enriching the content of mathematics lessons. The "social mathematics" material about in school, but so many of the contexts chosen are of dubious relevance. To some

extent this is determined by the exam questions and the traditions of "social mathematics" over the past few years. But *Numbers at Work* would be a real treat to those who are fed up with the artificiality of many school maths applications.

Fun and figures

It Figures BBC 1. Sundays, 10.35-11.00 am. Course book, *It Figures: Jimmy Young's Guide to Everyday Maths* by Peter Kane and Nigel Langdon. £2.50

During the past few years pioneering television productions have merited considerable praise for their efforts to combat the lack of confidence in everyday number work shown by so many pupils leaving school—and by their seniors. The BBC series *It Figures* currently being repeated, is a polished, professional production, revealing both mathematical skill and in balancing the ingredients of each programme to kindle and maintain interest, while reinforcing understanding.

When launching such a course, limited but clear-cut objectives are essential. Here, the book topics respond exactly with the television programmes, and while the book could be used on its own, the series offers colour and zest and potential for personal contacts if students join, as recommended, a numeracy class.

In deciding the mathematical content the programme makers have assumed that traditional and metric measures will continue to be used

side by side. The related number work calls for a simple grasp of common and decimal fractions. This, accepted, the book's objective—"to take some of the hard work out of doing maths"—is clearly justified. Significantly, mechanical aid to calculation is warmly embraced, and there is some sensible advice on selecting and using an inexpensive calculator.

The lesson sequence opens with a useful, if unexpected chapter on *Getting it right* (approximating), and proceeds through fractions, decimals, metrication, percentages, time and other tables, pictures and charts, graphs and statistics. Everything is set out in a business-like style. The questions are adult in form and experience, and are genuinely realistic—even though a star petrol appears correctly at 7.59p a gallon, barely a year ago. Easing the mathematical difficulties of the less numerate is never confused by artificial language simplification.

Each programme selects examples from the corresponding book chapter, and programmes are usually prefaced by rapid interviews, which reassure students that their difficulties are widely shared. The urbane Jimmy Young then poses a leading question, attempted by his trial group of three adults. Mr Young's good humour persists, though his chalk work on the blackboard gets more and more as the programmes progress. Each programme has new features, but there is plenty of solid reinforcement. The programmes are densely packed, and consistently positive in approach.

This well-planned series is welcome, its structure and pace attack are qualities capable of supporting further repeats. The encouraging, sympathetic attitude consistently presented by the team thoroughly justifies the local efforts being made to provide support classes in basic mathematics.

Briefings

Radio and tv

For schools

Europe from the Air (Monday, 9.52 BBC 1).

"Lights in the Darkness" features parts of Scandinavia. *History Around You* (Monday, 10.15, Wednesday, 10.10 ITV).

A series to encourage eight to 11-year olds to identify visible remains from the past in their own environment. *Insight* (Monday, 11.05, Wednesday 11.35 ITV).

A new series for middle school slow learners or children with hearing disabilities. (Monday, 11.40, Tuesday, 14.14 BBC 1).

Appuntamento in Italia (Wednesday, 14.45, Friday, 9.05 BBC 1).

Two series intended for Italian studies and Italian language. "Rincontro: Italy" looks at provincial life in Siena, Milan and the remote villages of Basilicata. The commentary is in English. "Appuntamento in Italia" follows the same theme for those in their second or third year of Italian.

Geography Resource Unit 11-13 (Tuesday, 10.35, Wednesday, 11.40, BBC 1).

Five films on "What ice did to the land". *By the People, For the People* (Wednesday, 11.00 VHF 4).

16 to 18 year olds consider sl given to victims of violent crimes. *Books, Plays, Poems* (Wednesday, 14.20 VHF 4).

The unit on "set poets" begins with comments on the work of R. S. Thomas. *Over to You* (Thursday, 9.52, Friday, 11.39 ITV).

This general English series aimed at 8 to 10 year olds looks at "Circles".

by Ian Patterson

Sweet factory

CAROLYN O'GRADY on pre-school children's series

CHILDREN'S TV *Elphaba* Thames, Mondays and Wednesdays 8.15pm. *Elphaba* ATV, Tuesdays 8.15pm. *Once Upon a Time* Granada, Fridays 8.15pm. *Stepping Stones* Yorkshire, Thursdays 8.15pm.

Independent television's 12.10 slot for pre-school children is filled by four companies. All the series have educational aims, but the approach is very different. Be it of what is good and bad about television programmes for this age group.

The worst, undoubtedly, is the most publicized of the four, *Rainbow*. This series, which goes out every week, is a half-hour slot of three creatures: Bungle, Zippy and George, who in each programme discuss a theme—last week it was nursery rhymes—with presenter, Geoffrey, whom they venerate. It never rains. The Rainbows. The puppets speak in saccharine tones and no one has an inch of backbone. The singing group, Roger, Jane and Rod, and the animated puppet sequences are much too sugary and unsophisticated for modern audiences, even of this age.

The themes, on the other hand, are often adventurous. Recently *Rainbow* did a series of programmes on safety. Unfortunately, however, the very sensible messages must have been lost on the audience, who were trying to escape children to discover life for themselves, must we show it to them through the eyes of such helpless creatures as Bungle, Zippy and George with whom no self-respecting child would care to identify?

Similar in style it again uses puppet characters, *Elphaba*. The characters include Harlequin, a hare, a sometimes dry sense of humour. Pig, who is an inventor, and Zippy, a monkey. The setting is a whimsical, storybook world, which many children will find attractive. Unlike *Rainbow*, the characters live out their lives and are not just puppets.

sender, Tom, who is a colourless foil rather than the initiator of activities.

Elphaba varies considerably in quality: the scripts can be very weak, but sometimes *Elphaba* is funny and the story gripping. There is certainly the potential for a very good series for the puppet, if they are unpredictable, irritable, often mean and sometimes generous. It is a pity, however, that the yard setting is so dark and dingy that the characters can sometimes hardly be made out. The two other series are more overtly educational in their aims and design. *Once Upon a Time* is a simple idea, simply and effectively carried out. It relies on Peter Davison, the presenter, who appears at first sight to be dull, but turns out to be a very good storyteller, capturing children's attention remarkably well.

Each week he strides out into a different setting of unrealistic scenery and reads a story which is illustrated on the screen. There is also a black and white sequence, which is one of the most imaginative features on the 12.10 slot. Davison's success with his audience owes much to his low-key naturalness. He is never condescending and gives the impression that he is talking to the individual child in front of him. He is, in fact, he treats two children. Like intelligent human beings, a simple enough idea, which could well be emulated elsewhere.

Elphaba is a more forceful series, adopting a more forceful approach to her audience than the more relaxed Davison. While she is lively and determined presenter, however, her partner, Andrew Burt, looks most of the time like a sleepy.

Stepping Stones is probably the most popular educational of the four series. Like a "Ladybird" book, it takes a theme and hammers it home dogmatically. This is not necessarily an entertaining and lively series, is an entertaining and lively series, is a good illustration of the fact that an educational series need not be gimmicky or outlandish to hold a very young audience.

Reality and statistics

ETV *The Kids Are Okay* by Jack Rander. Part 1 April 24, 25. Part 2 May 4, 2.

The pursuit of involvement in the classroom tends to move both teachers and pupils away from the traditional relationships and into a less formal sharing of responses and ideas.

There is always a shortage of materials suitable for stimulating this sort of discussion, so *Scene* is welcome. This "two-part" transmission, *The Kids Are Okay*, is a play about how two teenage children react to the collapse of their parents' marriage.

Kenny is 15, his sister Jill is 13, and they are both at the same school and both suffering from the effects of their life at home.

Kenny's work at school has inexplicably deteriorated. His stolid

incommunicativeness distances him from his friends and brings impatient and judgmental anger on him from Mr Mulvaney, his form teacher.

A year later, in the second part, the wounds have superficially healed. School work is looking up. The tension now stems from the children's relationships with each parent rather than from the two institutions of home and school. What we see is how Kenny, and more especially Jill, react to their father's sexual—as well as social—indifference, when for the first time he brings a girlfriend Darren on one of their Sunday expeditions.

It is much better than that summary makes it sound. The writer and the director (Roger Tonge) have made it suggestive rather than descriptive or melodramatic. The dialogue is economical and the scenes are shot so the accumulation of incidents feels sufficiently ordinary for the audience to identify with.

Kenny is not the only one to labour under other people's view of his real self, though he perhaps suffers more people's rival atten-

tions than the others. The whole play is about how individuals can least distort themselves and others. At the outset, the four members of the family relate to each other and to the world through negation of one sort and another. They all move towards some kind of independence.

Andrew, the father, is still caught up in the dream that he will marry again, find a new, beautiful mother for the kids and wipe Mary off the slate. But he is beginning to recognize it as a dream. Jill has to abandon her dream of a returning inviolate father and live for herself. Kenny has to choose his future against a background of antagonistic advice: his father urging him to leave school and discover the joys of independence, his mother warning him to stay on to take his Highers (the play is set in Glasgow) and so avoid turning out like his father.

The play contains enough incident to provoke attention but not so much as to preempt criticism and thoughtful reaction. Try it and see.

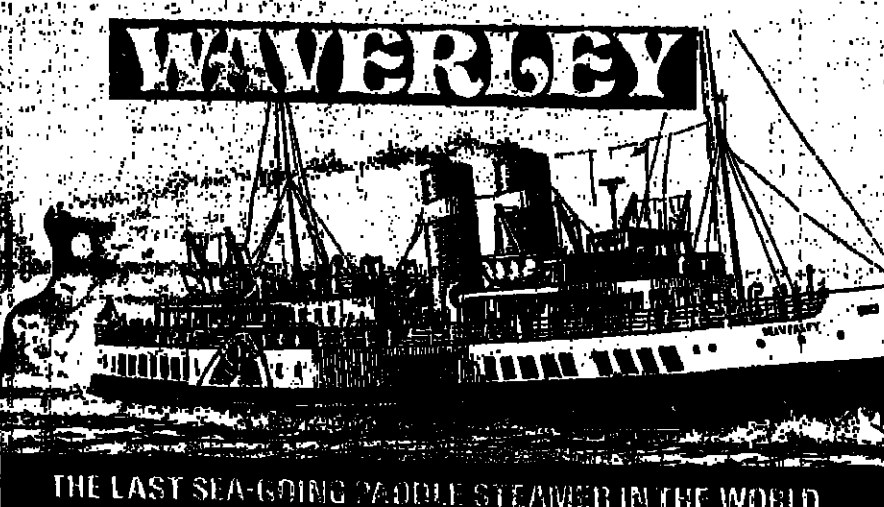
Are Your Kids Playing Up?

Fun Factory, a new network Saturday morning children's show from Granada T.V. is looking for lively kids who can sing, dance, tell jokes, make music, act, mime and generally play up, either individually or in groups. Can your school or youth club fit the bill and fill the Factory?

Get your kids out of your hair and onto the air by writing to:



Kruzy Kids Fun Factory,
Granada Television, Quay Street, Manchester 3.
GRANADA TELEVISION



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Sailings from Bristol to London, Newcastle, and other ports. Bookings from 0202 22118, or Terry Stevenson, Quillie Buildings, Barry. Telephone 0446 76762.

FROM WEYMOUTH
Sailings round Portland Harbour, to Portland Bill and along the Dorset Coast and steaming through the Solent to Weymouth. Bookings from Western National, Edward Street, Weymouth. Telephone 0305 783645.

WEST OF SCOTLAND
Educational sailings through June, September and October. Following the pilotage route of the world's first passenger steamship, the Comet of 1812—from Glasgow to Harburg and thence through the Firth of Clyde to the Hebrides and the Orkney Islands. Bookings from David Duncan at Waverley Terminal, Glasgow. Telephone 041 221 8162.

FROM SOUTHAMPTON
Sailings down Southampton Water and round Portsmouth Harbour and back up the river past the ruins of the Royal Navy and the old Waverley Harbour. Bookings from Western National, Edward Street, Weymouth. Telephone 0305 783645.

FROM PORTSMOUTH & THE ISLE OF WIGHT
Sailings from Southsea Pier, Ryde and Sandown, steaming through Spithead, The Solent and round the Isle of Wight. Bookings from Frimston Travel, Charlotte Street, Portsmouth. Telephone 0706 29521, or Derek Gawn, Telephone Ryde 67810.

FROM POOLE & BOURNEMOUTH
Cruises to St. Aldhelm Head, along the magnificent Dorset Coast, Weymouth and round Portland Harbour and Portland Bill. Bookings from John Morse, 3 Mount Pleasant Drive, Bournemouth. Telephone 0202 36838, or National Travel Ltd, Holdenbury Road, Bournemouth. Telephone 0202 27616.

Full details and bookings for all educational cruises from David Duncan at Waverley Terminal, Glasgow. Telephone 041 221 8162, or Local Representatives. A NON PROFIT MAKING ORGANISATION IN ASSOCIATION WITH THE PADDLE STEAMER PRESERVATION SOCIETY.

Classified Advertisements

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Nursery Education

Headships

EALING (Borough)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Ealing. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Ealing Borough Council, 100 Ealing Road, Ealing, W5 2AP. Closing date: 15th May 1980.

Deputy Headships Senior Masters/Mistresses

BANDWELL (Metropolitan Borough of)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Bandwell. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Bandwell Borough Council, 100 Bandwell Road, Bandwell, W5 2AP. Closing date: 15th May 1980.

Other Appointments

EAST SUSSEX (County Council)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in East Sussex. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, East Sussex County Council, 100 East Sussex Road, East Sussex, W5 2AP. Closing date: 15th May 1980.

Primary Education

Headships

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Hertfordshire. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Hertfordshire County Council, 100 Hertfordshire Road, Hertfordshire, W5 2AP. Closing date: 15th May 1980.

Deputy Headships Senior Masters/Mistresses

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Hertfordshire. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Hertfordshire County Council, 100 Hertfordshire Road, Hertfordshire, W5 2AP. Closing date: 15th May 1980.

Other Appointments

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Hertfordshire. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Hertfordshire County Council, 100 Hertfordshire Road, Hertfordshire, W5 2AP. Closing date: 15th May 1980.

Secondary Education

Headships

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Hertfordshire. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Hertfordshire County Council, 100 Hertfordshire Road, Hertfordshire, W5 2AP. Closing date: 15th May 1980.

Deputy Headships Senior Masters/Mistresses

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Hertfordshire. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Hertfordshire County Council, 100 Hertfordshire Road, Hertfordshire, W5 2AP. Closing date: 15th May 1980.

Other Appointments

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Hertfordshire. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Hertfordshire County Council, 100 Hertfordshire Road, Hertfordshire, W5 2AP. Closing date: 15th May 1980.

Tertiary Education

Headships

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Hertfordshire. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Hertfordshire County Council, 100 Hertfordshire Road, Hertfordshire, W5 2AP. Closing date: 15th May 1980.

Deputy Headships Senior Masters/Mistresses

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
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Other Appointments

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Universities

Headships

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
Required for a new Group 1 Nursery School in Hertfordshire. The successful candidate will be responsible for the day-to-day running of the school and will be required to hold a Headship qualification. Salary: £10,000 per annum. Applications should be sent to the Director of Education, Hertfordshire County Council, 100 Hertfordshire Road, Hertfordshire, W5 2AP. Closing date: 15th May 1980.

Deputy Headships Senior Masters/Mistresses

HERTFORDSHIRE (County Council)
EDUCATION SERVICES
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Examiners

Headships

HERTFORDSHIRE (County Council)
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Other Appointments

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EDUCATION SERVICES
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Hounslow

(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre
Lampson Road, Hounslow TW3 4DN
CHATSORTH INFANTS' SCHOOL
Heath Road, Hounslow TW3 2HW
(No. on roll 272)
Head Teacher: Mrs. M. D. Gale
Tel. No. 01-896 6018

DEPUTY HEAD TEACHER (Group 3)

Applicants should be enthusiastic, highly qualified and experienced teachers, capable of leading a well-established staff.
Interest in Drama and Dance would be an advantage.
SALARY: £10,000 per annum.
CLOSING DATE 9th May 1980.
Application forms and further details are available from the Director of Education, The Civic Centre, Lampson Road, Hounslow TW3 4DN (footscap stamped addressed envelope, please).
A. GROVES, Director of Education.

LONDON BOROUGH OF CROYDON Education Committee

Invite applications for the following:

HEADSHIP

DOWNVIEW PRIMARY SCHOOL
Tenable: 1st September 1980.
Salary: Head Teacher Group 4 plus London area allowance of £408.

Reasonable removal expenses will be reimbursed (details on request).

Application forms and further details from The Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Telephone 01-888 4433, ext. 2809, to whom application forms should be returned by 2nd May 1980.

The Borough is within easy reach of Central London and is bordered by Epping Forest.

Required for September 1980 or as soon as possible.

SELWYN INFANTS SCHOOL

Selwyn Avenue, London E4 9NE
Head Teacher: Miss B. Cook.

Head Teacher Group 4

Salary £9,972-£7,773 plus £408 Outer London Allowance.
Current roll: 230 (approximately) (Pay Award pending).

Applications are invited from suitably qualified and experienced teachers for the headship of the above school.
Closing date 14th May 1980.

Application forms and further details (please enclose S.A.E.) obtainable from, and returnable to, the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 5QJ.

Waltham Forest

NORFOLK COUNTY COUNCIL Education Department HEADS

Required for:
BRANTREE COUNTY MIDDLE SCHOOL, NORWICH (Group 6; 8-12 age range)
OLD CATTON VOLUNTARY CONTROLLED MIDDLE SCHOOL (Group 5; 8-12 age range)
WULBARTON COUNTY FIRST SCHOOL, NR. NORWICH (Group 4; 5-8 age range)
WALPOLE ST. VOLUNTARY AIDED PRIMARY SCHOOL, KING'S LYNN (Group 3; 5-11 age range)

(Applicants for Walpole St. Peter School should be in possession of the award of a Voluntary Aided School.)
Application forms and further details from the County Education Officer, County Hall, Norwich NR1 2D. Stamped addressed envelope required. Removal expenses payable in accordance with the Authority's scheme.
Closing date for applications: May 13, 1980.

LIVERPOOL

(Liverpool City Council)
EDUCATION COMMITTEE
Education Department, The Civic Centre
Lampson Road, Hounslow TW3 4DN
CHATSORTH INFANTS' SCHOOL
Heath Road, Hounslow TW3 2HW
(No. on roll 272)
Head Teacher: Mrs. M. D. Gale
Tel. No. 01-896 6018

DEPUTY HEAD TEACHER (Group 3)

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Interest in Drama and Dance would be an advantage.
SALARY: £10,000 per annum.
CLOSING DATE 9th May 1980.
Application forms and further details are available from the Director of Education, The Civic Centre, Lampson Road, Hounslow TW3 4DN (footscap stamped addressed envelope, please).
A. GROVES, Director of Education.

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Selwyn Avenue, London E4 9NE
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Head Teacher Group 4

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Waltham Forest

NORFOLK COUNTY COUNCIL Education Department DEPUTY HEADS

Required for:
BRANTREE COUNTY MIDDLE SCHOOL, NORWICH (Group 6; 8-12 age range)
OLD CATTON VOLUNTARY CONTROLLED MIDDLE SCHOOL (Group 5; 8-12 age range)
WULBARTON COUNTY FIRST SCHOOL, NR. NORWICH (Group 4; 5-8 age range)
WALPOLE ST. VOLUNTARY AIDED PRIMARY SCHOOL, KING'S LYNN (Group 3; 5-11 age range)

(Applicants for Walpole St. Peter School should be in possession of the award of a Voluntary Aided School.)
Application forms and further details from the County Education Officer, County Hall, Norwich NR1 2D. Stamped addressed envelope required. Removal expenses payable in accordance with the Authority's scheme.
Closing date for applications: May 13, 1980.

WILTSHIRE

(Wiltshire County Council)
EDUCATION COMMITTEE
Education Department, The Civic Centre
Lampson Road, Hounslow TW3 4DN
CHATSORTH INFANTS' SCHOOL
Heath Road, Hounslow TW3 2HW
(No. on roll 272)
Head Teacher: Mrs. M. D. Gale
Tel. No. 01-896 6018

DEPUTY HEADSHIPS Senior Masters/Mistresses

Applicants should be enthusiastic, highly qualified and experienced teachers, capable of leading a well-established staff.
Interest in Drama and Dance would be an advantage.
SALARY: £10,000 per annum.
CLOSING DATE 9th May 1980.
Application forms and further details are available from the Director of Education, The Civic Centre, Lampson Road, Hounslow TW3 4DN (footscap stamped addressed envelope, please).
A. GROVES, Director of Education.

LONDON BOROUGH OF CROYDON Education Committee

Invite applications for the following:

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Tenable: 1st September 1980.
Salary: Head Teacher Group 4 plus London area allowance of £408.

Reasonable removal expenses will be reimbursed (details on request).

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Closing date 14th May 1980.

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Waltham Forest

NORFOLK COUNTY COUNCIL Education Department DEPUTY HEADS

Required for:
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OLD CATTON VOLUNTARY CONTROLLED MIDDLE SCHOOL (Group 5; 8-12 age range)
WULBARTON COUNTY FIRST SCHOOL, NR. NORWICH (Group 4; 5-8 age range)
WALPOLE ST. VOLUNTARY AIDED PRIMARY SCHOOL, KING'S LYNN (Group 3; 5-11 age range)

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Closing date for applications: May 13, 1980.

CROYDON

(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre
Lampson Road, Hounslow TW3 4DN
CHATSORTH INFANTS' SCHOOL
Heath Road, Hounslow TW3 2HW
(No. on roll 272)
Head Teacher: Mrs. M. D. Gale
Tel. No. 01-896 6018

DEPUTY HEADSHIPS Senior Masters/Mistresses

Applicants should be enthusiastic, highly qualified and experienced teachers, capable of leading a well-established staff.
Interest in Drama and Dance would be an advantage.
SALARY: £10,000 per annum.
CLOSING DATE 9th May 1980.
Application forms and further details are available from the Director of Education, The Civic Centre, Lampson Road, Hounslow TW3 4DN (footscap stamped addressed envelope, please).
A. GROVES, Director of Education.

LONDON BOROUGH OF CROYDON Education Committee

Invite applications for the following:

HEADSHIP

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Tenable: 1st September 1980.
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Reasonable removal expenses will be reimbursed (details on request).

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The Borough is within easy reach of Central London and is bordered by Epping Forest.

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Selwyn Avenue, London E4 9NE
Head Teacher: Miss B. Cook.

Head Teacher Group 4

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Closing date 14th May 1980.

Application forms and further details (please enclose S.A.E.) obtainable from, and returnable to, the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 5QJ.

Waltham Forest

NORFOLK COUNTY COUNCIL Education Department DEPUTY HEADS

WILTSHIRE

ADVANCEMENT: 1949-54
 JUNIOR HIGH
 1954-55, WINS. 8N12 700
 1955-56 on roll 430;
 Group 5
 (MRS. Bernice J. regular
 teacher, 1954, for the
 first Juniors, for this per-
 iod an individualistic
 approach to environmental
 and an interval in in-
 creasing teaching would be
 an indication for a
 available from and in-
 creased to the level
 as possible.

ation

ndships

HIRE

WANDA R. C. MIDDIE;
SCHOOL
be 1.00, Windsor SL4 DE
on roll 2/4/01
from September 1st, 190
LA/11/1 for this (Grum
school 14 to 15).
ents should be dratino
athletics
ation farms and fur

WARWICKSHIRE
(No-advertisements)
Appointment of HEAD
SCHOOL
at
Warwick Avenue, Durdon
Warworth N78 1QU
Applications are invited from
fully qualified and experienced

Teachers for the post-1980
D of this group 6 action
on rolls with effect from
September 1980. It provides
as specifically requires
otherwise, previous applications
remain under consideration.
Application form and further
details may be obtained from
County Education Officer,
Northgate Street, Warwick
CV4 4BR, to whom completed
forms should be returned by
May, 1980.

**SERVICE
IPS**

Wharfedale Road, Bedford
friendship of this Group &
the aged 9 to 13 years.
1951 : 498 pupils.
OL, Red Lion Close,

Adhship of this Group 7
 Children aged 9 to 13 years.
 1981: 625 pupils.
OL, Wilbury Drive,

 Adhship of this Group 6
 Children aged 6 to 13 years.
 1981: 468 pupils.
COL, Acacia Road,

 Adhship of this Group 7
 Children aged 9 to 13 years.
 1981: 478 pupils. Social
OL, Dunstable Road,

from Head Teachers,
Upper School, which
Estimated number on
is for the above posts
M.A., Chief Education
ing date: 8th May, 1980.

TMENT

ne Chyne
Girls

acher
Further information from the Division of
Avenue of

COUNCIL

MIXED & INFANT Teacher required with responsibility for throughout the School, pianist essential),
—Craig Lea, Deer
HEATHFIELD NURSERY. (Must have good knowledge of 3 to 5 Year olds, and be able to lead a team of one or two qualified teacher and 3 qualified Nursery Assistants)
Application form and further details obtainable from appropriate Area Education Office, upon receipt of a addressed business envelope, to be returned by 1st May

the above points, Applications participants from Unes who take responsibility for the curriculum areas, must: environmental studies, or mathematics, be in accordance with household removal expense is able in approved cases.

Application may be made by letter or on application form of the Head Teacher. Designate of the address of the school. Applications by letter should include detailed information regarding education, training, qualifications and experience. Letters should include names and addresses of referees. Letters of application should be completed application form a submitted direct to the Head Teacher Designate not later than 31st May, 1980.

Remembrance, Sittingbourne, to whom
they should be returned by 16th May
1980.

KENT COUNTY COUNCIL

1980-1981

100

Application for
that details awaits
Bureau at the
Washington, D.C.

SOUTHERN AREA
KENNEDY HIGH SCHOOL
Nashville, Tenn.
Headmaster Mr. A. H.
Higgs, R. A.

Required for September
year
each of ENGLISH,
Scale of 100, and
(U. S. level) throughout,
and ability to read
with interest in mixed ability teach-
ing. The student should be
in a physical, emotional
district on the Northern out-
side of the city.

Some assistance with accom-
modation may be possible.

Further details and applica-
tion forms will be sent
and returnable to the lead-
ing agent.

BERKSHIRE
DEBENTURE CO. SEC.
Formerly: Malden

[illegible]

Removal and expenses are payable while the claimant is in the hospital.

[illegible]

CHESHIRE
REDDISH VALE &
Reddish Vale Road

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extra

Encyclopedias, dictionaries and atlases

When is a meaning not a meaning?

John Ayto on how dictionaries are made and used

For long ago, someone was telling me how he had looked up a word in two separate dictionaries and found two different meanings. "Surely," he asked, "some puzzle, isn't it?" "A meaning is a meaning?" One of these dictionaries is selling, and the other is not. When I pointed out to him that in all probability the two dictionaries responsible for these definitions had thought fairly hard and long about what the word meant and had come to slightly different conclusions, he was scarcely mollified, and went away I suspect thinking dark thoughts about the perversion of platonically transcendent meaning. "My view of what a dictionary should be reflected very accurately in the general public's perception of the status of dictionaries in society; and before coming to grips with this, we must look at the way in which we, as lexicographers, have made it. It is necessary, to put this view in some sort of realistic perspective. The notion of the dictionary as a very tenuous, the lexicographer's, having come to grips with the sources of all semantic wisdom, returns down the mountain bearing the tablets on which are engraved the real meanings of words. This sanctified definitions, promulgated by the lexicographer, are to be used by all to courtroom, to feel quite comfortable without their reassuring presence in the bookcase. This is as it must be, of course—any literate culture needs the need for a codified standard of literacy to which it can appeal in order to understand the law and why dictionaries are as they are, we must draw inside the veil for a moment.

A dictionary is in the end simply a product of intellect and industry, which are not always in unbroken supply: a definition written at 3.30 on a Friday afternoon by a lexicographer with a splitting headache, whose intention was to compile a list for the weekend, will be far from sacrosanct. Flow even your harmless drudge will be his mad, apparently no longer further the end-product of his mind. The dictionary, then, is the art and craft of the lexicographer. The first essential, of course, is to know what sort of dictionary you are writing: how big it is, and what sort of user it is aimed at. Is it for the university student, the foreign learner, the man in the street, the philologist, the schoolchild? An obvious point, perhaps, but one which is not lost sight of in the throes of compilation; and it is not kept constantly in view the result is likely to be a dictionary that will please no one.

In the light of the scope and readership of the proposed dictionary, the lexicographer must next decide what words to include in it, and what to leave out. There are three basic methods of selecting words for inclusion, and they may be summed up as: Plagiarism, research, and spraggle. Plagiarism, of course, in the sense that all dictionaries feed off their predecessors, whether or not they are avowedly based on one or more of them; there is a constant flow of basic vocabulary items, from those omitted from a general dictionary, and they are passed on from lexicographer to lexicographer without fuss.

But this basic must be continually updated by research into the state of the national lexicon; a programme of reading current books, journals, etc. to monitor and record new words and new meanings of old words is a prerequisite for any self-respecting dictionary. Armed with this hard, statistical evidence, usually in the form of examples of words in context, excerpted and pasted on cards, the lexicographer must now bring his intellect and feel for language into play, evaluating the raw data, trying to estimate euphemism, deciding whether a given word has sufficiently different nuances of meaning to be given two definitions rather than one in the dictionary, and so on. This is the art of the lexicographer: the ability to mediate the brute mass of vocabulary that flies about all our ears to the sober after codified and meaningful lexical information. The world's largest data bank of examples of words in context is carried around subconsciously in our heads. In the lexicographer's mind, this must be raised to the level of a conscious tool, for it is his most invaluable resource.

And now to the nitty-gritty of the task, or what the lexicographer would like to think of as the art of the lexicographer. A whole range of time-honoured techniques is available to the lexicographer, from the analytical (a paper is tested Old English "Venerable" (Venerable) noted for its slow irregular flapping flight—and its shrill jangling cry) through the synonymy (a great is a leaping to the eagle, but whichever is a picture of a person, the foreign learner, the man in the street, the philologist, the schoolchild? An obvious point, perhaps, but one which is not lost sight of in the throes of compilation; and it is not kept constantly in view the result is likely to be a dictionary that will please no one.

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extra

Anatomy of the world

Orbis antiquus surveyed

are always cautiously given, the problems of energy and of nuclear energy, the widely diverging estimates of world oil resources, and the dispute of food supplies between the "new Malthusians" who claim that population has long since overtaken food resources, and those who maintain that efficient planning and distribution can provide for everyone. There are maps here to illustrate topics from transportation routes and world oil production and consumption, to the advance of the desert, and the habitats of endangered animals.

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extra

Squaring the circle of knowledge

Peggy Heeks makes an encyclopedic survey

Title	Age Range (Publisher's Assessment)	Length	Price	Arrangement	Text	Illustrations	Layout	Overall Comment
Black's Children's Encyclopedia, ed. W. Worthington and R. J. Unstead, 4th ed. 1977	9-13 years	2 vols., 600pp or 12 parts	£12.95 £16.95	Alphabetical: some cross-referencing to other articles.	Short entries, simply written. Contributors not acknowledged.	Far from striking. Most articles carry a small line drawing.	Pleasant, unadventurous.	Modest, generally reliable. Recommended for class libraries.
Children's Encyclopedia, ed. R. Siles, 4th ed. 1979	8-13 years	20 vols., 6,600pp	£105	Alphabetical: good cross-referencing system.	Entries are prepared by experts, tested on primary school children, and amended by editorial staff. The process adds individuality, but ensures clarity.	6,000 illustrations, showing great variation in style and quality.	Well-balanced page. Rather sedate.	Not much fluff, but the range of information is good. Has proved popular for home and primary school use.
Oxford Junior Encyclopedia, ed. L. Salt, G. Bompfroy, H. Sinclair, 11th ed. 1974	9-15 years	13 vols., 6,100pp	£79.25 Volumes can be bought separately.	Subject arrangement: Vol. 13 contains the index, and some quick-reference material.	Thoughtful and interesting. Distinguished contributors, but articles are not signed.	6,000 illustrations, mainly black and white. Appears distinctly under-illustrated.	Dull.	Praised on publication (over 30 years ago), as an outstanding work. Now dated in approach, and OUP is in process of planning a successor.
The Library of Knowledge Colour Encyclopedia, Revised ed. 1978. Published by Aldus Books	12-15 years	9 vols., 1,500pp	£35.55	Alphabetical: good cross-referencing system.	Simple style; fairly short articles.	Coloured illustrations on every page.	Attractive, well-spaced page.	Light weight, but approachable. More use as a browsing book than authoritative guide, but does contain current-interest material.
The Mitchell Beazley Joy of Knowledge Library, ed. James Mitchell, 1976	11 years to adult	10 vols., 2,600pp	£125 Volumes can be bought separately.	Vols. 1 to 8 cover subject areas. Vols. 9, 10 form an alphabetical fact index. Very good cross-referencing.	Demanding, but written with zest.	Outstanding in their usefulness and variety.	Vols. 1 to 8 designed so that each double spread is a unit of thought. Small typeface. Very attractive page design.	Serves a double purpose as quick-reference tool and study aid. Well organized and lively: a deserved winner of the TES Senior Information Book award.
The World Book Encyclopedia, 1980. Published by Field Enterprises Educational Corporation	11 years up	24 vols., 13,800pp	£270 (£230 institutions.)	Alphabetical. Vols. 1 to 22 form the main work; Vols. 23 and 24 cover the index. The national volumes are cross-referenced to the main work.	Large number of entries, some very long. Articles are signed, and major ones contain bibliographies, but the titles listed are mainly American publications.	29,000 illustrations, 7,300 in colour.	Articles are well set out, and good use is made of tables, headings and summaries.	Well researched, and has been popular in secondary schools. Two strong emphases on American affairs is a disadvantage.
Everyman's Encyclopedia, ed. D. Gilling, 6th ed. 1978. Published by Dent	Adult	12 vols., 8,900pp	£175 (For all prices please check for special terms.)	Alphabetical, guided.	Reliable, up to date. Longer articles contain bibliographies.	5,700 illustrations, mainly black and white. They make little impact, but only a small part in conveying information.	Closely packed. Rather oppressive.	Authoritative and designed specifically for the British market, but not a stimulus to learning.

extra

What should encyclopedias do? Mere technicalities

Charles Stuart-Jervis thumbs his way through

The New Caxton Encyclopedia
Caxton Publications, £435.

What should an encyclopedia do? And how does one evaluate its success? It is certainly possible to go through the pages, look at what one knows most about and then cavil about minor deficiencies. Do that and one will inevitably find things which which to disagree. Alternatively, one can look at the grand design, the quality of the writing, the accuracy of the information, the illustration, use of colour and print, and perhaps, most important of all, the usefulness and thoroughness of the index.

The New Caxton Encyclopedia is an update to 1979 of the fourth edition. It proudly announces the usual facts and figures that would seem to suggest a major work of scholarship. 65,000 pages, 54m words, 17,000 colour illustrations, 13,000 entries. Add to this an impressive list of new articles, illustrations and diagrams and an editorial board consisting of such eminences as Lord Wolfenden, Fleur Baile, Countess of Londonderry, Sir Bernard Lovell and Sir Huw Wheldon and one might be forgiven for thinking that all is well.

But what does this mass add up to? More size, more figures and more illustrations are really not enough. When one is about to spend £435 even in these days of inflation, one is not going to be satisfied with a bit of twentieth-century ephemera.

How to classify it? It would seem to be aimed at reasonably educated folk and their aspirant children, covering as much ground as printing costs will allow and as informatively and as attractively as possible. To this end the illustration is profuse and generally well done. Occasionally illustration appears to be misrelated to its text as when the picture immediately below the entry "encyclopedia" is a diagram explaining the "enclosure" of fields and relates to an article begun on the previous page. But such unhappily are relatively few.

To begin at the end, Volume 20

contains a book of key facts, a study guide for O and A level students, a general index, 11 pages of artists and the works that are referred to in the main text and five pages on metrication and the metric system.

The Key Facts section provides an easy, comprehensive chronology of events dating from 30,000 BC to 1978. It is an easy-to-view glance at major political and historical happenings, wars, developments in science, art, religion, philosophy and letters. At the end of this section there is a Key Facts Index which enables the reader to place an event in its historical context and to refer to the main index for further information. Thus it is easy to read of Diophantus of Alexandria inventing algebra in the Key Facts section, cross-referencing to the Key Facts Index and eventually arriving at the main article in the body of the encyclopedia. I found this an extremely intriguing and useful aid to the main encyclopedia.

Following that section there is a study guide, aimed largely at those who are following GCE A and O level courses. The explanatory text says that syllabuses for the various examinations have been taken into account while preparing the guide. Certainly the sections are comprehensive and full. Each section has a short bibliography attached to it and relates to articles to be found elsewhere. As a method of study they are very useful though there are some curious inadequacies. An inordinately brief entry on "Insurance" has no book list at all, yet there are some good reference books provided by ACE and the various careers organisations. Similarly one would be inclined to say that the booklist on "Printing and Publishing" (only two works) was woefully inadequate. But taken together with the main articles a full enough picture is provided.

The main index appeared to withstand any reasonable test applied to it. Care has been taken, for instance, to ensure that one gets the right Mary, whether Magdalene, Tudor, of Teck, of Guise or of Scots, and wherever there is likely to be some query as to a name the index leads to the right one.

One is not so sure about the cross-referencing. Benjamin Day gets a one line mention in a long article on "newspapers" but is not cross-

referenced as such in the index. (There was no explanation of "newspapers" in connexion with Day. They were the men who paraded the streets wearing placards, but to today's readers they are more likely to be thought of as the boys who deliver the papers.)

In the main body of the encyclopedia one gets the feeling that certain very important aspects of today's world are scantily treated. Even allowing for the rapidity of change in modern Africa, it is cause for concern that Kenneth Kaunda is only briefly mentioned as an outstanding member of the Commonwealth, and there is very little mention of Idi Amin save as a throwaway line at the end of the article on Uganda. Jomo Kenyatta, for instance, is afforded 23 lines whereas Danny Keyse gets 28. Cecil Rhodes (shades of the old Empire) is given a full column plus an illustration. Entries on major Commonwealth politicians do seem to be disturbingly brief.

So, too, one is disturbed when one turns to a more popular figure, Samuel Pepys, and finds the article stating that "the distinguished himself by honesty and efficiency (especially as the opportunities for graft and nest-feathering were limited)". One wonders whether the writer has read the diary! Pepys' involvement with Sir William Temple smacked enough of nest-feathering to chuse Pepys a number of sleepless nights when it looked like surfacing in the House and one simply has to argue with the statement that his diary was perhaps "a book to dip into rather than read from cover to cover". The fullest enjoyment of the diary only comes when one is fully acquainted with Pepys' people, his places and his positions—and one doesn't gain that by dipping.

But it is so easy to nitpick on a work of this size which is really very, very good. The 20 volumes are pleasant to look at and to handle, well bound to withstand constant and rough treatment, sufficiently thorough in content and style to be well accepted by the target group. The print is clear, the maps are good, the information readily available. It is good enough to be regarded as a standard work of reference.

Robert Béar

French/English and English/French
Dictionary of Technical Terms and Phrases, By J. O. Kettridge with supplements by Yves R. Arden.

Routledge and Kegan Paul. Volumes 1 and 2 £14.00 each. The Set £25.00.

If new aircraft-carriers are almost obsolete by the time they are completed and operational and new computers outmoded almost immediately, it is no wonder that Technical Dictionaries find it impossible to be up-to-date. It would require much faster means of printing and publishing for such dictionaries to keep abreast of all the major and rapid developments in industry and technology. Alternatively publishers could consider the publication of some form of periodic supplements to be inserted into the main volumes. Such a service could not fail to be appreciated by frequently bewildered translators.

Routledge and Kegan Paul have chosen a different solution. Rather than revise and rewrite these well-known dictionaries by the late J. O. Kettridge they have, after a lapse of 16 years, produced a second edition to which they have added a supplement to each volume. But even these extra 160 pages fail to mention such words as *informatique* and *énergétique*, or in the English/French volume, data processing, microprocessing, and silicon chips. I also noticed that "cybernetics" and *cybernétique* are given here as adjectives. In any case the supplements confluent themselves merely to giving equivalents of terms and phrases, unnumbered and therefore outside the ingenious telegraphic coding scheme devised by Kettridge.

This coding method by which any entry in the dictionary can be expressed by a 10-letter cipher word with indicator and check, explained in great detail in the introduction, is one of the considerable qualities of the main bulk of these books. The author has not contented himself with giving precise translations in the fields he covers and which include: Civil, Mechanical, Electrical and Mining Engineering, Geology, Physical Geography, Petrology, Mineralogy, Crystallography, Metallurgy, Chemistry, Physics and Geometry. He has

in many instances offered substantial guidance with a wealth of illustrative examples, which fix the use and correctness of particular terms and phrases in connexion with the rest of the sentence and impart some useful or interesting piece of technical knowledge or information. An invaluable and rare asset in this sort of work for many a translator.

The failure in Britain of an EEC fungicide test, with possibly dangerous consequences for public health, reported recently in *The Times*, was attributed to a mistranslation of the French *cuisson* by "boiling". Had the translators consulted the Kettridge they would have found four renderings for *cuisson*: baking, burning, kilning, firing—with three sentences that would have inevitably pointed to the correct equivalent in this instance, i.e. burning. Kettridge's sympathetic approach is shown again and again. A few examples taken from both volumes will demonstrate the extent of his unsparing sympathy towards his English as well as French users.

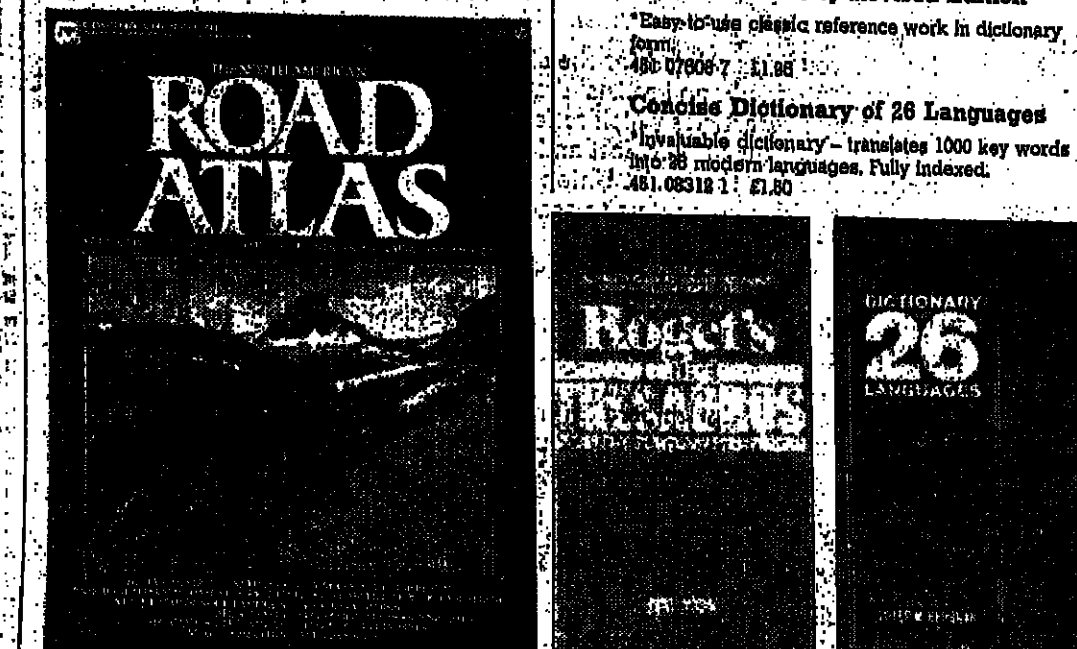
Thus: Rush of air, *coup d'air* (m); *chasse d'air* (f); (17) rushes of air resulting from the ignition of the gases when causing, *coup d'air* résultant de l'allumage des gaz lors de la coulée, (18) mine cage which is hurled up into the headframe by a violent rush of air, *cage de mine qui est lancée dans le charnement par une violente chasse d'air* (f).

(9) Rush of water, *coup d'eau* (m); (20) the resistance of a dam to the rushes of water that it will have to sustain consequent on sudden floods, *la résistance d'un barrage aux coups d'eau qu'il aura à supporter par suite des inondations subites* (21). And *Contrepoison* (u.m.) antidote; *contrepoison* (42) *en cas d'empoisonnement par poison indiqué est le chlorure de chaux respirer au patient du chlorure de chaux imbibé de vinaigre*, in case of hydrogen sulphide poisoning the antidote is chlorine (make the patient breathe chloride of lime soaked in vinegar) (43).

These dictionaries also contain lists of abbreviations and symbols in common use, compound conversion factors and corresponding lists of weights and measures.

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The aim of the first encyclopedists was to present "the circle of knowledge". Even in their day it was an impossible task, and by today it has become foolhardy. Yet we still have a surprising faith in anything bearing the great name. Encyclopedias are regarded as desirable, not to say essential, items for school and home use; they enjoy high prestige, even among people who never consult them, and there are still publishers prepared to commit considerable capital and resources for an enterprise far from safe. One can divide their supporters into those who, pleased (all knowledge) is preserved (all knowledge) in the past, and those who, like the traditional *Children's Britannica* or *Everyman's*, for example—and the innovative *Daddy's* paired among the latter are the biggest in the field, *Encyclopaedia Britannica*, and a newcomer, *The Joy of Knowledge* whose editors have come up with the same way of squaring the circle: two sequences, one for quick-reference information, the other for "knowledge in depth".

An encyclopedia is likely to be the most expensive book purchased by any school of home. And if, as so many schools of home, your students or family go for the brightest pictures, make sure the text is as good as the illustrations, for at some point they are going to have to settle down to reading it.

Among this week's contributors:

John Aird is Managing Director of Longman Dictionaries.
C. J. E. Ball is Warden of Kettlewell College, Oxford.
Eileen Barker lectures in sociology at the London School of Economics.
F. R. M. Du Boulay is Professor of Medieval History at Bedford College, London.

Donald Hawes is Professor of English at the Central London Polytechnic.
Prissy Heeks is assistant county librarian for Berkshire.
R. C. L. Wilson is senior lecturer in Earth Science at the Open University.

Civil jargon

The Penguin Dictionary of Civil Engineering, By John S. Scott. Penguin £2.50. 14 051 011 7.

Convenient, even charming, for those in the know, professional jargon can appear brash, exclusive and linguistically repulsive to outsiders. Displayed between the staid covers of a dictionary, it takes on a more conscious, but still barely respectable air of, say, a call-girl section in Burke's Peerage. Civil engineering jargon is more respectable than most, an ancient foundation of masonic and military terms overlaid with heavy accretions from several centuries of more modern science and technology.

It is hard to find serious fault with the third edition of Mr Scott's inexpensive, compact, admirably cross-referenced and remarkably comprehensive work, which embraces a dozen fields within or touching on civil engineering. To pick a few nits: it may be valuable to define "client", "contractor" and "consultant" for the groping student or furtive professional, but with no more than its junior school meaning on offer "compasses" is mere clutter. "Rawbolt" earns its place as a name that has escaped into the general argot of the do-it-yourself age but "Barber's Green" tampering levelling finisher is a curious choice, with three words that would look happier in the explanation, where they pop up again anyway.

This dictionary achieves its purpose with clarity and economy of style. Mr S. J. P. Taylor, I know, named after the engineer for the collapse of the Tower of Babel. Here are 300 pages of theory, techniques, materials and equipment for site owners contemplating its replacement. William Cleghorn

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No doubt many contributors writing about dictionaries are tempted to make reference to Dr Johnson, and especially his classic defence of mistakes. Just partially resisting temptation, let the theme of these notes be "you are surprised to find it done at all". This may be a little unfair to the compilers of these works, but is there really a large demand for reference material of this kind at this level?

This kind is a collection of definitions of mathematical terms set out alphabetically, and the level of attainment of the potential readers may be assumed to be that of middle-school pupils. Perhaps this level could move also to slightly older pupils for the first book and to slightly younger for the second. The subtitle of the illustrated dictionary (in which the illustrations are simple line drawings) is "facts, figures and people, including the new mathematics and a computer section". Revisions in this edition are not extensive, but the interrelationship of terms and ideas is strengthened.

Interesting short biographies of famous contributors to the development of mathematics are a noteworthy feature. The range from Euclid and Pythagoras to Von Neumann, Russell and Whitehead, is comprehensive, and the notes on each subject are apposite.

Apposite is an appropriate word for most of the mathematical definitions also. The slight remark, however, that a word of this size and standard should not be needed by

a student with a reasonable mathematical background, whereas the less advanced may want more guidance and longer explanations than it is possible to provide in a compact space.

This reservation having been made, there is no criticism to be added about the contents of the dictionary. They provide an aide-memoire and a first point of reference to commonly used terms in mathematics, statistics and elementary computing. So, if there is a gap to be filled, this book may satisfy.

The second work is pleasantly set out, with some of its explanatory illustrations benefiting from the use of colour. Unhappily, in many places the text calls for second thoughts if its messages are to be convincing and adequate for those seeking the sort of information intended. For the function of this book is described by its author as explaining words and concepts used in secondary school teaching, so that it serves as a reference tool for classroom, library or home bookshelf.

The alphabetical sequence contains a few references, generally indicated by italic type, though some entries list associated terms directly. This can lead to some confusion, as for instance in the paragraph headed Fraction. Here we are told that "a fraction is a number less than 1" but also see "improper fraction" and "improper fraction is a fraction with the numerator bigger than the denominator".

Sometimes the explanations say too much or too little. "A sector of a circle is a shape whose boundary is an arc of the circle and two radii of the circle. It is the shape of the top of a slice of cake or a wedge of cheese." Why is the second sentence included? A cake need not be a right circular cylinder with a cir-

cular top. It could be a parallelepiped.

But what is a parallelepiped? The dictionary does not provide an answer, though we have cuboid: "a solid which has rectangular faces" (the flat sides of a polyhedron are called faces). And so on.

There is inconsistency in the use of italics: as one instance, "a surd is an irrational number", while "of an irrational number". And the overall impression is not helped by the occasional misprint or mistake (as in the item on polar coordinates where in translating (x, y) to (r, θ) we are told that $\tan \theta = \frac{y}{x}$ or in the suggestion that the "probability of a new born baby being a boy is 1 or 0.5").

There are quirky omissions. Binary numbers are explained, but not binomial theorem, although Pascal's triangle is set out but the explanation includes the phrase place value which is nowhere defined: there is no calculus, which could be a deliberate policy decision, but lessens the value of the book; and such terms as frustum, infinity, abscissa and root seem to have escaped.

So why give more space to the weaker book? Because the Illustrated Dictionary is already accepted, and in its new form will continue to confuse the sceptics who wonder who uses such a book, and because there is potential in the second volume. Its author should have been advised to have an independent qualified mathematical teacher vet his text before it was set in type. No doubt it works in its present form in his own school, but if it is to gain any wide circulation elsewhere a drastic overhaul of the weaker parts is desirable.

Through a telescope's eye

Patrick Moore

The Macmillan Dictionary of Astronomy. By Valerie Illingworth. Macmillan £8.95. 333 3263 1. Amateur Astronomer's Handbook. By J. B. Sidgwick. Pelham Books £12.50. 7207 1164 9.

The first of these books is a companion to the already published in the Macmillan series (Physical Sciences, Life Sciences and Earth Sciences). There are now many astronomical dictionaries in print, but this is certainly a good one, and there are some distinguished contributors, including Dr David W. Hughes, Dr Kenneth Pooley, Dr Andrew Fabian, and the late Charles A. Cross.

The chief merit of this dictionary is that it is very detailed. Some of the entries almost come into the category of short essays. It is also as up-to-date as may be expected: it even includes the results from Voyager 1, which bypassed Jupiter, and its satellite system, in 1979. No photographs are necessary in a book of this type (they would increase the price without adding materially to the value), but there are good, clear line drawings and diagrams. The information is accurate throughout, and much care has been taken both in the original writing and in editing and selection. It will be extremely useful to students and to amateur astronomers; and the data will also be of value to really well-informed readers.

In 1955 J. B. Sidgwick published two books for amateur astronomers. One dealt with observation, and has been reprinted several times; the latest edition was produced by Pelham Books. The second volume, Astronomical Instruments of all kinds, was edited by Sidgwick himself after the publication of the original edition, and there have been several

subsequent editions; the second edition was revised by Dr Gilbert Fielder (1964), the third by R. C. Gamble (1971), and the new version by an English amateur, J. Mulvey. There have, of course, been developments in instrumental techniques and methods over the past quarter of a century, and these have been incorporated.

Telescopes naturally take up much of the book; there are sections on light-gathering, resolution, faults, types of object-glasses and eyepieces. Compound instruments, such as Cassegrain reflectors and Maksutov cameras, are also dealt

with; there are useful sections on testing, driving mechanisms and other features, as well as auxiliary instruments such as photometers, together with a chapter on seeing conditions and a short section on amateur observatories. One particularly valuable feature is an extensive bibliography.

This is not, and is not intended to be, a book for the raw beginner, but more serious amateurs have always found it extremely useful and have regretted that it has been out of print for some years. This new and revised edition is most welcome.

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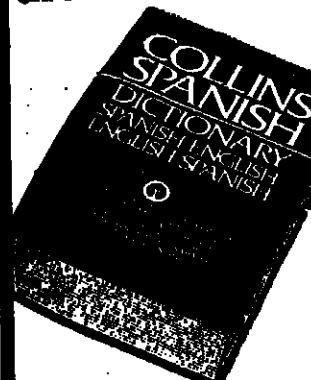
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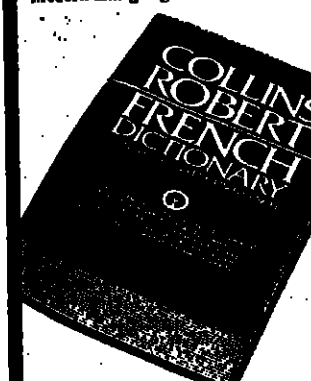


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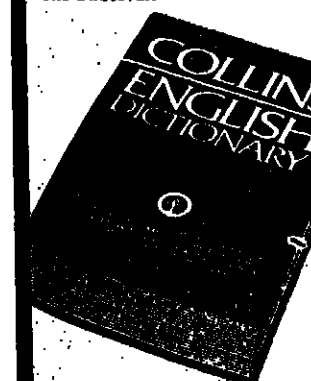
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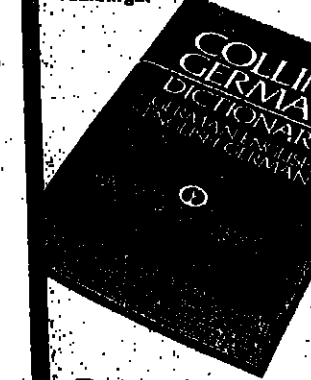
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extra Hunt for geological treasure

R. C. L. Wilson

The Earth sciences are as jargon-ridden as the other sciences, and as the subject has recently undergone the revolution of plate tectonics, its terminology has grown considerably over the past decade. So amateur, practitioner and teacher all have to refer to dictionaries to check definitions. Receipt of a review copy of John Challinor's Dictionary of Geology (University of Wales Press 1978 £6.50) set me thinking about the uses put to subject-based dictionaries. Though aware of this volume (now in its fifth edition) I have never used it; our study shelves house The Penguin Dictionary of Geology (containing about 2,500 items for £1.75) and the American Geological Institute's Glossary of Geology (3,300 items at £18 approx).

As someone writing both research papers and undergraduate courses, I mostly use the Glossary, but my wife and her A level geology students use the Penguin Dictionary. In the office, my secretary, in checking spellings against my writing or pronunciation, uses the Dictionary of Geological Terms (an abridged version of the Glossary, containing 3,500 terms (Doubleday Anchor 1976, £2.45)).

The Glossary (and its abridged version) and the Dictionary of Geology, are not illustrated, and so are not to be recommended to students during the early part of their studies. Reliance on the written word is in many ways unfortunate, for the earth sciences are permeated by three dimensional objects ranging in scale from microns to thousands of kilometres—not to mention the vast timescales involved in geological processes completing their work. Lack of illustrations in the unabridged version of the glossary is understandable; it is designed for use by professionals, and illustrations of its 33,000 terms would make it unwieldy.

However, Challinor's Dictionary contains only some 1,500 items, so its author's faith in the power of the written word is somewhat surprising. But there is a commitment to geology as it is written rather than as it is seen—and this is outlined in the dust cover "blurb": "... a special feature being the copious quotations and references which are scattered over the whole field of geological literature (chiefly British, ancient and modern). One is led to expect a dictionary of geological quotations, and the expectation is fulfilled, but far too many of the quotations and references are antiquated, and will be understood only by those already possessing a reasonable geological vocabulary.

To be fair, the dust cover does state that the book's aim is not really meant for occasional reference "or for the seeking of the meaning of every out-of-the-way word"; its aim, rather, is to be a useful "companion", ever ready for consultation and for the provoking of lines of thought and investigation. The profuse use of quotations and references justifies this claim to a degree, but often reference to research level journal articles takes up space which might have been better used for explanation or even illustration.

But a reader with time to spare, an interest in the British roots of geology, and with access to an exceedingly well stocked library, will find that A Dictionary of Geology provides many a starting point for a treasure hunt through geological literature. For A level and first year undergraduate use, the Penguin Dictionary has to be recommended, or perhaps the slightly lower priced, and less well illustrated A Dictionary of the Earth Sciences (Pan Books in association with Macmillan 1976, £1.50).

School libraries will find full colour illustrated encyclopaedias a valuable acquisition, for they provide not only useful definitions of terms (accessible via their indexes) but a stimulating introduction to what the earth sciences are really like. (See, for example, Planet Earth: an Encyclopaedia of Geology Elsevier Phaidon, 1977).

There are some dictionaries of geology that can do nothing but confirm one's worst suspicions that the discipline is a jargon-ridden, obfuscating load of rubbish. There are others that can inform, delight and even excite the reader. This is one of the latter category. They do by both clarifying ideas and offering glimpses of the fascinating mystery of society through a contemplation of the conceptual tools with which social scientists try to classify, describe and understand the meanings and institutions that result from and influence the existence of man, the Sociology falls into the latter category.

As with the original dictionary which Professor Mitchell edited 11 years ago, the present version covers both bibliographic details of (deceased) social scientists and most of the important concepts employed by social scientists. Entries go into considerable detail (for example, there are three pages on authority and capitalism and two on a half on functionalism and comparative method), other entries take up only a line or two. The new edition has roughly 20 extra contributors, bringing the total up to almost 50 academics in the social sciences—widely defined—

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Telephone: Hornchurch 43088
Headteacher: G. Rogers, B.Sc.

TEACHER OF TECHNICAL SUBJECTS

Scale 1, required September, 1980, to join a well-established team in a school with good facilities. A special interest in motor mechanics would be an advantage. Informal visits welcomed.

ROYAL LIBERTY SCHOOL (Roll 697 Boys)

Upper Brentwood Road, Romford, Essex
Telephone: Romford 40544
Headteacher: J. P. Coles, M.A.

TEACHER OF PHYSICS

Scale 1/2, required September, 1980, to teach the subject throughout the school up to 'A' level. A Scale 2 post available, but suitable for a first appointment.

PRIMARY SCHOOLS

MAWNY JUNIOR SCHOOL (Estimated roll 1988/89: 290)

Mawney Road, Romford, Essex

DEPUTY HEADTEACHER

required September, 1980, for this Group 5 Junior School. For further details please see our display advert, under Primary Deputy Headships.

SPECIAL EDUCATION

RAVENSBOROUGH EBN(S) SCHOOL (Roll 109 mixed)
Naave Crescent, Farringdon Avenue, Harold Hill, Romford
Telephone: Ingrebourne 41800

DEPUTY HEADTEACHER

Required September, 1980, for this Group 6(S) all-age Special School. Informal visits are welcomed. For further details please see our display advert, under Special Education—Deputy Headships.

SPECIAL UNIT

(Emotionally disturbed)

TEACHER

Scale 2(S) required September, 1980. Well-qualified and experienced teacher to be responsible for a new Unit for up to 18 emotionally disturbed children of primary age at Oglethorpe J.M. & I. School, Ashville Gardens, Cranham, Upton, Essex.

TEACHER

Scale 2(S) required September, 1980. Well-qualified and experienced teacher to be responsible for a new Unit for up to 18 emotionally disturbed children of primary age at Oglethorpe J.M. & I. School, Ashville Gardens, Cranham, Upton, Essex.

SECONDARY

Mathematics continued

LONDON W6
MATHS/PHYSICS AND LATIMER
SCHOOL
MATHS/PHYSICS AND LATIMER
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SCHOOL

LIVERPOOL
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SECONDARY

Mathematics continued

LONDON W6
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SECONDARY

Mathematics continued

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Modern Languages

Heads of Department

BARKING AND DAGENHAM

BARKING AND DAGENHAM
MATHS/PHYSICS AND LATIMER
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Lancashire



COUNTY COUNCIL
The following posts are required for 1st September, 1980. Forms/further details from and returnable to the Head Teacher at the school (SAE please). Closing date May 5th.

SECONDARY SCHOOLS

BURNLEY TOWNLEY HIGH
Townley House, Burnley (Roll 1,056)
GROUP 11—HEADSHIP

LANCASTER, OUR LADY'S R.C. HIGH
Morecambe Road, Lancaster (11-18 comp. 1,087 on roll)
GROUP 11—DEPUTY HEAD TEACHER

LANCASTER SKERTON COUNTY SECONDARY
Owen Road, Lancaster (Roll 807-mixed)
SCALE 4—HEAD OF MATHEMATICS DEPARTMENT

LANCASTER, OUR LADY'S R.C. HIGH
Morecambe Road, Lancaster (11-18 mixed comp. 1,078 on roll)
SCALE 2—HEAD OF METALWORK

POULTON-LE-FYLDE BAINES HIGH
Highcross Road, Poulton-le-Fylde, Blackpool (Roll 827)
SCALE 2—RELIGIOUS EDUCATION

SKELMERSDALE, ST. THOMAS THE APOSTLE R.C. HIGH
Glenburn Road, Skelmersdale (820 on roll)
SCALE 2—HISTORY

SKELMERSDALE, TAWD VALE HIGH
Glenburn Road, Skelmersdale (1,000 mixed)
SCALE 2—HOME ECONOMICS

FLEETWOOD, CARDINAL ALLEN R.C. HIGH
Broadway, Fleetwood (Roll 774)
SCALE 1—GERMAN
C.S.E. and 'O' level

GARSTANG COUNTY HIGH
Garstang Road, Bowgreave, Garstang (850 mixed)
SCALE 1—GERMAN AND FRENCH

POULTON-LE-FYLDE BAINES HIGH
Highcross Road, Poulton-le-Fylde, Blackpool (Roll 827)
SCALE 1—MATHEMATICS
Graduate Mathematician

CLITHEROE RIBBLESDALE COUNTY SECONDARY
Queens Road, Clitheroe (Roll 1,200)
SCALE 1—CHEMISTRY/PHYSICS

PRESTON TULKETH HIGH
Tag Lane, Ingot, Preston (Roll 823)
SCALE 1—BOYS' GAMES AND P.E.
Ability to offer Geography as a second subject desirable.

SKELMERSDALE, WEST BANK HIGH
Yewdale, Southway, Skelmersdale (983 on roll—11-16 mixed)
SCALE 1—FRENCH

SKELMERSDALE, ST. RICHARD'S R.C. HIGH
Tannhouse Road, Skelmersdale (680 mixed)
SCALE 1—TWO POSTS
1. BOYS' P.E.
2. GIRLS' P.E.

SKELMERSDALE TAWD VALE HIGH
Glenburn Road, Skelmersdale (1,000 mixed)
SCALE 1—P.E.
Specialist interests in Gymnastics and Netball

CHARLEY PARKLANDS HIGH
Southport Road, Charley (900 mixed)
SCALE 1—GENERAL SUBJECTS
Some French advantageous

ACCRINGTON MOORHEAD COUNTY HIGH
Cromwell Avenue, Accrington (1,100 pupils 11-16)
SCALE 1—HOME ECONOMICS

COUNTY SECONDARY SCHOOLS

SCALE 2-POSTS & ABOVE
Unless otherwise stated, candidates for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible together with the names of all referees and a.s.o.

WARRINGTON HILL SCHOOL, WARRINGTON ROAD B18 3JL
Required September: Scale 2 teacher/Physics.

COUNTY SECONDARY SCHOOLS

SCALE 1-POSTS
Unless otherwise stated, candidates for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible together with the names of all referees and a.s.o.

WARRINGTON HILL SCHOOL, WARRINGTON ROAD B18 3JL
Required September: Teacher/Physics with GERMAN. Graduate preferred.

HOLYHEAD SCHOOL, FLORENCE ROAD B21 8TH
Required September: Assistant teacher for BIOLOGY and GENERAL SCIENCE.

There is a scheme for teachers with removal of pupils from one school to another.

BIRMINGHAM CITY COUNCIL

Ealing

London Borough
EDUCATION SERVICE

Required as soon as possible, experienced Supply teachers able to teach in First, Middle and High Schools.

Salary pro rata to Scale 1.

London Weighting £609.

Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible (SAE).

LONDON BOROUGH OF ENFIELD

BULLSMOOR SCHOOL, Bullsmoor Lane, Enfield, Middx.

(New Mixed Comprehensive)

Roll in September, 950.

Telephone: Lea Valley 763686.

Pleasant open site and excellent facilities.

Required for September, 1980: teachers of—

ART HISTORY

ENGLISH MATHEMATICS

FRENCH PHYSICAL EDUCATION (BOYS)

GEOGRAPHY TECHNICAL STUDIES

These are all Scale 1 posts. Applications from teachers able to offer one or more of the above subjects would be welcome. It is hoped one of teachers appointed can help with a little Junior Science.

London Allowance payable £408 per annum.

Consideration given to generous assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms and further details (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned within 14 days of the appearance of this advertisement.

City of Coventry

Required September 1980, Assistant Teachers at:

ERNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE

Princes Road, CV3 2DD (Social Priority School) (1270 on roll)

1. GERMAN with some FRENCH (Scale 1) to teach school pupils and adults throughout school and community college to 'A' level if possible.

Candidates should preferably be able to offer two languages but candidates offering only German would be considered.

2. HEAD OF LOWER SCHOOL MATHEMATICS (Scale 2) Post involves organisation of Mathematics in lower school. A candidate with good Primary, Secondary or Middle School experience would be suitable. 'A' level work available if required. School has its own Main Frame Computer available for both school and community use.

THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL

Brook Lane, CV7 7FF (1610 on roll)

PHYSICAL EDUCATION Scale 1. Successful department with 8 full time members of staff.

CARDINAL WISEMAN R.C. BOYS' COMPREHENSIVE SCHOOL

Potters Green Road, CV2 2AJ (Social Priority School) (1000 on roll)

1. ASSISTANT TEACHER to be responsible for CHEMISTRY (Scale 2). Ability to teach to 'A' level necessary. The Science Department is a strong one with established 'A' level courses.

2. PHYSICAL EDUCATION Scale 1. Ideal post for enthusiastic college leaver to join strong department. Extensive playing fields on site, athletics track, fully equipped gymnasium and superb heated indoor swimming pool.

Apply to Rev. B. Tarbuck, Clerk to the Governors, c/o the school.

Teachers about to qualify invited to apply for posts on Scale 1 Salary.

Convincing qualifications. Closing date 10 days after appearance of advertisement.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headteacher of the school concerned, unless otherwise stated.

County of Cleveland

SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools.

SIXTH FORM COLLEGES

DEPUTY PRINCIPAL—GROUP 11

ST. MARY'S R.O. SIXTH FORM COLLEGE (Roll 616), Saltersgill Avenue, Middlesbrough, Cleveland TS4 3JP (Tel: Middlesbrough 4660)

Required for September, 1980, a qualified and experienced Catholic teacher for the post of DEPUTY PRINCIPAL—GROUP 11, one other deputy. The vacancy arises owing to the retirement of the present Deputy who has special responsibility for this post as well as key administrative areas in the College.

SCALE 2 ECONOMICS

SIR WILLIAM TURNER'S SIXTH FORM COLLEGE (Roll 304), Redcar Lane, Redcar, Cleveland (Tel: Redcar 77461)

Required for September, 1980, a teacher for ECONOMICS. A well qualified teacher is required to teach to 'A' level in an expanding department. Candidates should indicate whether they are able to offer an additional Social Science subject.

SCALE 2 HISTORY

MARTON SIXTH FORM COLLEGE (Roll 385), Marton Road, Middlesbrough, Cleveland TS2 2AZ (Tel: Middlesbrough 31580)

Required for September, 1980, a teacher for HISTORY to teach to 'O' and 'A' level standard, and to be responsible for the administration of the General Studies programme.

11-18 SCHOOLS

SCALE 4 ENGLISH

MANOR SCHOOL (Roll 800), Oulton Manor Lane, Harlepool, Cleveland TS25 3PB (Tel: Harlepool 67018)

Applications are invited from well qualified and experienced teachers to lead this major department. Established courses to C.S.E., 'O' and 'A' level. There is a developing sixth form.

SCALE 2 ENGLISH/LIBRARY

CONYERS SCHOOL (Roll 600), Green Lane, Yarm, Cleveland TS11 2ET (Tel: Yarm 73323)

Required for September, 1980, a teacher to work as a senior member of this growing 11-18 ENGLISH department and to be responsible for the school library. Established courses to 'A' level. Sixth form teaching available. Good specialist facilities.

11-16 SCHOOLS

SCALE 4 SCIENCE

LANGBAURGH SCHOOL (Roll 1,167), Grimsby Road, Middlesbrough, Cleveland TS2 8RD (Tel: Middlesbrough 31511)

Required for September, 1980, a teacher to be responsible for the SCIENCE department. The school offers a full range of Science courses to C.S.E., and 'O' level.

SCALE 3 HISTORY

BLAKESTON SCHOOL (Roll 1,080), Junction Road, Stockton, Cleveland TS10 9J (Tel: Stockton 51231)

Required for September, 1980, a well qualified and widely experienced teacher to lead this department, maintain its standards and to further its development.

SCALE 3 SOCIAL STUDIES

OAKLANDS SCHOOL (Roll 597), Pakenham Avenue, Middlesbrough, Cleveland TS4 4QD (Tel: Middlesbrough 32192)

Required for September, 1980, a teacher to be responsible for the SOCIAL STUDIES department and to co-ordinate the teaching of History, Geography and Social Studies within the school to C.S.E., and 'O' level.

SCALE 2 PHYSICS

MADRID HEART R.O. SCHOOL (Roll 819), Darwent Road, Redcar, Cleveland TS10 9J (Tel: Redcar 484047)

Required for September, 1980, or earlier if possible, a teacher for PHYSICS. Application forms are obtainable from and returnable to Rev. D. Clark, Sacred Heart Presbytery, Lobster Road, Redcar, Cleveland (Tel: Redcar 484047).

SCALE 1 FRENCH

LANGBAURGH SCHOOL (Roll 1,167), Grimsby Road, Middlesbrough, Cleveland TS2 8RD (Tel: Middlesbrough 31511)

Required for September, 1980, a teacher for FRENCH. The school offers a full range of French courses to C.S.E., and 'O' level.

SCALE 1 FRENCH

SARAH METCALFE SCHOOL (Roll 902), Burne Road, Eton, Cleveland TS4 5AW (Tel: Eton Grange 46910)

Required for September, 1980, a teacher for FRENCH. French is taught to 'O' level standard. Ability to help with German an advantage though not essential.

SCALE 1 MUSIC

BISHOPSGARTH SCHOOL (Roll 875), Harrogate Lane, Stockton, Cleveland TS10 9J (Tel: Stockton 51231)

Required for September, 1980, a teacher for MUSIC with the ability to assist with choir work. There is a new purpose-built Music Suite.

SCALE 1 FRENCH

THE GRANGE SCHOOL (Roll 1,216), Oxbridge Avenue, Stockton, Cleveland TS10 9J (Tel: Stockton 51231)

Required for September, 1980, a teacher for FRENCH. French is taught to 'O' level standard. Ability to help with German an advantage though not essential.

SCALE 1 FRENCH

SARAH METCALFE SCHOOL (Roll 902), Burne Road, Eton, Cleveland TS4 5AW (Tel: Eton Grange 46910)

Required for September, 1980, a teacher for FRENCH. French is taught to 'O' level standard. Ability to help with German an advantage though not essential.

SCALE 1 FRENCH

SARAH METCALFE SCHOOL (Roll 902), Burne Road, Eton, Cleveland TS4 5AW (Tel: Eton Grange 46910)

Required for September, 1980, a teacher for FRENCH. French is taught to 'O' level standard. Ability to help with German an advantage though not essential.

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SECONDARY

Music continued

HEARTFORDSHIRE

COUNTY COUNCIL

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HEARTFORDSHIRE COUNTY COUNCIL

REQUIRED FOR AUTUMN TERM

HAWKLEY HALL MIDDLE SCHOOL
Can Lane, Hawley Hall, Wigan
(10-13 Middle School)
Teachers for the following posts at the new school:
HEAD OF MATHS (Scale 3)
HEAD OF FRENCH (Scale 3)
HEAD OF ENGLISH (Scale 3)
Application forms and further particulars available from the Director of Education, Education Office, Standishgate, Wigan. Closing date 6.5.80 (A17).

ASHTON-IN-MAKERFIELD, ST. EDMOND AROSMITH R.C. HIGH SCHOOL
Rocky Avenue, St. Edmond, Ashton-in-Makerfield, Wigan W14 9PP
(11-16 Mixed Comprehensive)
Teacher for the following:
GERMAN/FRENCH (Scale 11)
ASHTON-IN-MAKERFIELD, BYRCHALL HIGH SCHOOL
Warrington Road, Ashton-in-Makerfield, Wigan W14 9PP
(11-16 Mixed Comprehensive)
Teachers for the following:
HOME ECONOMICS (Scale 1)
FRENCH/GERMAN (Scale 1)
MATHS/CHEMISTRY (Scale 1)
ASHTON-IN-MAKERFIELD, CANFIELD HIGH SCHOOL
Old Road, Ashton-in-Makerfield, Wigan W14 9PP
(11-16 Mixed Comprehensive)
Teacher for the following:
HOME ECONOMICS (Scale 1)
ASPHILL HIGH SCHOOL
Heathfield Road, Aspall, Wigan W14 9VE
(11-16 Mixed Comprehensive)
Teacher for:
HUMANITIES (Scale 1)
ATHERTON HESKETH FLETCHER C.E. HIGH SCHOOL
Headingley Street, Atherton, Wigan W14 9AY
(11-16 Mixed Comprehensive)
Teacher for:
HEAD OF LANGUAGES (FRENCH) (Scale 3)
Teacher for:
ENGLISH/GERMAN (Scale 1)
GOLBORNE COMPREHENSIVE SCHOOL
London Road, Golborne, Wigan W14 3JL
(11-16 Mixed Comprehensive)
Teacher for the following:
ENGLISH/R.E. (Scale 1)
FRENCH/ENGLISH (Scale 1)
Two teachers to cover:
GEOGRAPHY/HISTORY/AND SOCIAL STUDIES (Scale 1)
HINDLEY CARDINAL NEWMAN R.C. HIGH SCHOOL
Beeley Lane, Hindley, Wigan W14 3JL
(11-16 Mixed Comprehensive)
Teacher for the following:
GEOGRAPHY (Scale 2)
MUSIC/GENERAL SUBJECTS (Scale 1)
INCE ROSE BRIDGE HIGH SCHOOL
Hill Road, Ince, Wigan W14 3JL
(11-16 Mixed Comprehensive)
Teacher for:
PE (Boys) (Scale 1)
HINDLEY PARK HIGH SCHOOL
Hindley Park, Hindley, Wigan W14 3JL
(11-16 Mixed Comprehensive)
Teacher for the following:
HEAD OF HISTORY (Scale 3)
Teacher for the following:
NEEDLEWORK (Scale 1)
MUSIC (Scale 1)
OFFICE ARTS (Scale 1)
GENERAL SCIENCE (2 Posts) (Scale 1)
Application forms and further particulars available from the Director of Education, Education Office, Standishgate, Wigan. Closing date 6.5.80 (A17).

SECONDARY Technical Studies continued

KENT COUNTY COUNCIL EDUCATION DEPARTMENT
TECHNICAL AND MATHEMATICS DIVISION
SHORN CLAY SCHOOL
Park Avenue, Shorn, Kent
Required for September 1980, a suitably qualified and experienced teacher to be responsible for the foundation of CRAFT and DESIGN in the Lower School. There are excellent facilities in a recently built modern block and a well equipped workshop. The successful candidate will be expected to have a sound knowledge of CRAFT and DESIGN, and to be able to teach the traditional woodwork and metalwork, as well as modern materials and small scale work. An interest in art and design would be an advantage. Salary available from the Kent Education Authority. Applications should be sent to the Headmaster, Shorn Clay School, Shorn, Kent, or to the Director of Education, Kent County Council, Canterbury, Kent. Closing date 1.6.80.

HARROW EDUCATION COMMITTEE
TECHNICAL DIVISION
HARROW HIGH SCHOOL
Harrow, Middlesex
Required for September 1980, a suitably qualified and experienced teacher to be responsible for the foundation of CRAFT and DESIGN in the Lower School. There are excellent facilities in a recently built modern block and a well equipped workshop. The successful candidate will be expected to have a sound knowledge of CRAFT and DESIGN, and to be able to teach the traditional woodwork and metalwork, as well as modern materials and small scale work. An interest in art and design would be an advantage. Salary available from the Harrow Education Committee. Applications should be sent to the Headmaster, Harrow High School, Harrow, Middlesex, or to the Director of Education, Harrow Education Committee, Harrow, Middlesex. Closing date 1.6.80.

WALSALL METROPOLITAN BOROUGH—EDUCATION COMMITTEE
TECHNICAL DIVISION
WALSALL HIGH SCHOOL
Walsall, West Midlands
Required for September 1980, a suitably qualified and experienced teacher to be responsible for the foundation of CRAFT and DESIGN in the Lower School. There are excellent facilities in a recently built modern block and a well equipped workshop. The successful candidate will be expected to have a sound knowledge of CRAFT and DESIGN, and to be able to teach the traditional woodwork and metalwork, as well as modern materials and small scale work. An interest in art and design would be an advantage. Salary available from the Walsall Metropolitan Borough Education Committee. Applications should be sent to the Headmaster, Walsall High School, Walsall, West Midlands, or to the Director of Education, Walsall Metropolitan Borough Education Committee, Walsall, West Midlands. Closing date 1.6.80.

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The TES Goes To Work

THE TES NOW PROVIDES ON ITS "SCHOOL TO WORK" PAGE EACH WEEK, SPECIALIST NEWS COVERAGE OF THE DEVELOPING AND CONTROVERSIAL RELATIONSHIP BETWEEN EDUCATION AND INDUSTRY AND THE TRANSITION FROM SCHOOL TO WORK.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES—The weekly for news about education at all levels—including vocational training.

From newsagents on Fridays price 25p.

THE TIMES
Educational
Supplement

COLLEGES OF FURTHER EDUCATION continued

ESSEX
The Essex College of Further Education, Chelmsford, Essex, is seeking applications for the post of Lecturer in Journalism. The successful applicant will be responsible for the teaching of Journalism to students on the College's two-year diploma course in Journalism. The successful applicant will be expected to have a minimum of five years' experience in journalism, preferably in the field of print journalism. The successful applicant will be expected to have a minimum of a first class honours degree in Journalism or a similar qualification. The successful applicant will be expected to have a minimum of a first class honours degree in Journalism or a similar qualification. The successful applicant will be expected to have a minimum of a first class honours degree in Journalism or a similar qualification.

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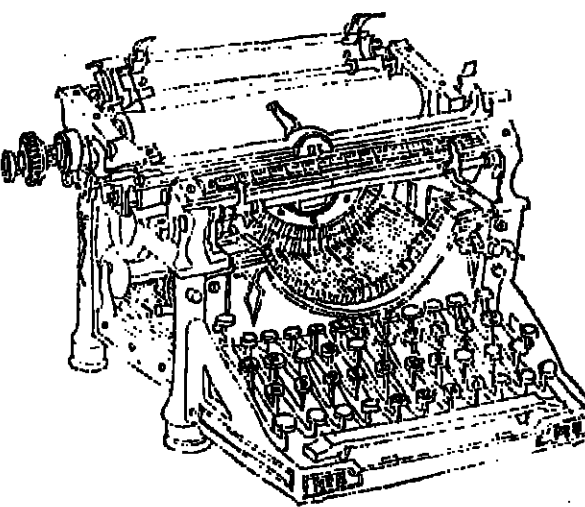
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THE TIMES
Educational Supplement

SOUTH GLAMORGAN COUNTY COUNCIL BARRY COLLEGE OF FURTHER EDUCATION

Required as soon as possible, the following post:—

LECTURER GRADE I IN MATHEMATICS

Applications are invited from suitably qualified graduates to assist in the teaching of Mathematics to full-time and part-time students. Candidates should be able to teach up to and including G.C.E. 'A' level standard and may be expected to assist in the teaching of Commercial Mathematics in the Business Studies Department.

Previous teaching experience would be an advantage as well as an interest in computer work.

Further details and application forms are available from the Principal, Barry College of Further Education, Colcol Road, Barry (Tel. 733281), to whom they should be returned within 14 days from the appearance of this advertisement. Please send a stamped addressed envelope.



ROBERT GORDON'S INSTITUTE OF TECHNOLOGY, ABERDEEN

SCHOOL OF HOTEL AND
INSTITUTIONAL ADMINISTRATION

SENIOR LECTURER

To teach Applied Marketing and/or Monopsony Administration and/or Applied Management Studies and to act as Senior Industrial Tutor for Catering and Hotelkeeping courses and to teach in HND and HNDMA Part B and contribute to proposed BA course in Catering Administration. Relevant teaching and industrial experience desirable. Salary in range £6,365 to £10,844 per annum (under review). Assistance with removal expenses. Details from Secretary, Robert Gordon's Institute of Technology, Aberdeen, to whom they should be returned by Friday, 8th May, 1980.



Somerset College of Arts and Technology, Taunton

For September 1980: (posts marked * earlier if possible)

DEPARTMENT OF ENGINEERING

(i) Senior Lecturer in Mechanical Engineering

The person appointed will be responsible to the Head of Department for the organisation, control and development of all mechanical engineering courses and subject areas. In addition, applicants should be able to offer automatic control theory and/or systems engineering (digital and analogue). Teaching will include relevant subjects up to "TEC" level 5 standard. A degree including mechanical engineering subjects or equivalent professional qualifications and teaching experience essential. Applicants should have production engineering qualifications or experience and relevant industrial experience.

(ii) Lecturer II in Mechanical Engineering

The post is concerned with the teaching of Applied Thermodynamics; Applied Mechanics; Power Transfer and Energy Conversion for TEC Programmes and the OND (TECH). The successful candidate must possess a degree or equivalent professional qualification, and relevant teaching and industrial experience.

(iii) Lecturer I in Electrical Installation Work

The post is concerned with the teaching of Electrical Installation subjects for the CGLI 235 and 236 Courses. Applicants should also be able to offer teaching in Electrical Distribution subjects for the CGLI 232 Course. The successful candidate must possess at least CGLI 235 'C' Course qualifications.

DEPARTMENT OF ART AND DESIGN

(iv) Lecturer I in Textiles

Lecturer grade I in Textile and Surface Pattern Design in the Department of Art and Design, teaching to STAD Diploma Membership level. Experience in design practice and/or academic qualifications should be held.

Application forms and details (S.A.E.) from the Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton. Closing date: 8th May, 1980.

METROPOLITAN BOROUGH OF STOCKPORT STOCKPORT COLLEGE OF TECHNOLOGY DEPARTMENT OF ART AND DESIGN

Application: are invited from suitably qualified persons for the following full-time post, duties to commence 1st September, 1980:

SENIOR LECTURER IN ADVERTISING DESIGN

The person appointed will have a major role in a team engaged in teaching to Higher Diploma level.

It is expected that the successful candidate will have advertising agency background specializing in design for advertising, with a knowledge of film, TV, campaign planning, etc.

Previous teaching experience is desirable but not essential.

Salary Scale: Senior Lecturer £6,597-£8,253 (salary under review).

Application forms and further particulars may be obtained from the Principal, Stockport College of Technology, Wellington Road South, Stockport, Cheshire SK1 5UD, by sending a stamped addressed A4 envelope marked Ref. 84. Completed forms should be returned by 8th May, 1980. (Ref. 84.)

City of Coventry TILE HILL COLLEGE OF FURTHER EDUCATION

Principal: H. E. Avery, B.Sc., Ph.D.

Applications are invited for the following posts (to be filled from September, 1980).

LECTURER I in AUTOMOBILE ENGINEERING to teach electrical topics on Motor Vehicle Craft and Technician Courses.

LECTURER I in NURSERY NURSING to act as Health Tutor on Nursery Nursing and related courses.

LECTURER I in DATA PROCESSING to teach Data Processing/Computing on Business Studies and other courses.

LECTURER I/II for SOCIAL CARE COURSES teaching experience not essential; social work experience desirable.

Salaries: Lecturer I, £3,788-£5,438.

Lecturer II, £4,806-£7,898.

(Under review pending Clegg recommendations.)

Further particulars and application forms obtainable from the Principal, Tile Hill College of Further Education, Tile Hill Lane, Coventry CV4 8SU. Tel. Coventry 461444/9, to whom completed forms should be returned by Friday, 8th May, 1980.

LONDON BOROUGH OF RICHMOND UPON THAMES RICHMOND UPON THAMES COLLEGE

Senior Lecturer

Computer Education

To be responsible, within the borough's programme for computer education, for the development of computer studies in the College and liaison with the borough secondary schools.

Salary: £7,092-£8,280 (subject to review in April and September, 1980) plus £408 Outer London Allowance.

Further particulars and application forms, returnable within two weeks of the date of this advertisement, may be obtained from the Assistant Principal (Resources), Richmond upon Thames College, Egham Road, Twickenham TW2 7SJ (Tel. No. 01-832 6656, Ext. 47).

Ref. 80/3

Senior Lecturer in Interior Design

with lecturing/industrial experience, to be responsible to the Head of Department of Art and Design for DATED 3D courses, including Exhibition, Commercial ID and Museum Design and other 3D supporting areas.

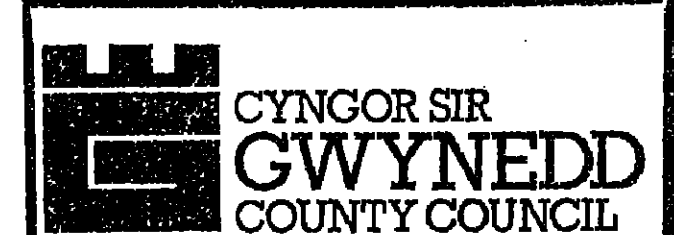
To commence September 1, 1980.

Salary: Senior Lecturer Scale, £6,597 to £8,252 (bar at £7,701) per annum, depending upon qualifications, training and industrial/teaching experience.

Details and forms, returnable by first post Monday, May 12, 1980, from the Principal, Hastings College of Further Education, Archery Road, St Leonards-on-Sea TN38 0HX.

Closing date: 8th May, 1980.

East Sussex



COLEG TECHNEGOL GWYNEDD, BANGOR

Yn eiddau ar gyfer Medi 1980—

(1) DARLITHYDD GRADDFA 1 mewn LLAWFER A THEIPIC

(2) DARLITHWYR GRADDFA 1 (dwy swydd) mewn ASTUDIAETHAU IECHYD

Cyflwynwch ym 10 Ionawr A.B. Burnham i Darlithydd 1—£3,788-£5,438 (yn eiddau ar gyfer Medi 1980).

(3) DARLITHYDD GRADDFA 11 mewn ASTUDIAETHAU CREFFT PEIRIANNEG FECANYDDOL

I ddyddu (mewn eiddau ar gyfer Medi 1980) ym 10 Ionawr A.B. Burnham i Darlithydd 11—£3,788-£5,438 (yn eiddau ar gyfer Medi 1980).

(4) UWCH DDARLITHYDD mewn ELEC-TRONEG

I ddyddu (mewn eiddau ar gyfer Medi 1980) ym 10 Ionawr A.B. Burnham i Darlithydd 1—£3,788-£5,438 (yn eiddau ar gyfer Medi 1980).

GWYNEDD TECHNICAL COLLEGE, BANGOR

Required for September, 1980—

(1) LECTURER GRADE 1 in SHORT-HAND AND TYPEWRITING

(2) LECTURERS GRADE 1 (two posts) in HEALTH STUDIES

Salary in accordance with Burnham F.E. Scale for Lecturer 1—£3,788-£5,438 (under review).

(3) LECTURER GRADE 11 in MECHANICAL ENGINEERING CRAFT STUDIES

To teach the practical and theoretical subjects of the G & A Course Basic and Mechanical Engineering Craft Studies. Salary in accordance with Burnham F.E. Scale for Lecturer 11—£4,806-£7,898 (under review).

(4) SENIOR LECTURER in ELECTRONICS

To teach in one or more of the following areas up to HNC/HTC level: General Electronics; Digital Electronics; Power Electronics. Salary in accordance with Burnham F.E. Scale for a Senior Lecturer—£7,092-£8,280 (under review).

Application forms and further particulars from the Principal, Gwynedd Technical College, Bangor. Closing date—8th May, 1980.

COLEG GLYNLLIFON

Yn eiddau ar gyfer Medi 1980—

DARLITHYDD GRADDFA 1 mewn GARD-DMWRIETH AC ASTUDIAETHAU'R AMGYLCHFYD

Dylai ymgyddwyr fod a' chymysgaru a phroffad addas a byddai'n gallu i'w darlithwyr yn dymuniad.

Cyflwynwch ym 10 Ionawr A.B. Burnham i Darlithydd 1—£3,788-£5,438 (yn eiddau ar gyfer Medi 1980).

Yn eiddau ar gyfer Medi 1980—

DARLITHYDD GRADDFA 1 mewn GARD-DMWRIETH AC ASTUDIAETHAU'R AMGYLCHFYD

Dylai ymgyddwyr fod a' chymysgaru a phroffad addas a byddai'n gallu i'w darlithwyr yn dymuniad.

Cyflwynwch ym 10 Ionawr A.B. Burnham i Darlithydd 1—£3,788-£5,438 (yn eiddau ar gyfer Medi 1980).

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Cyflwynwch ym 10 Ionawr A.B. Burnham i Darlithydd 1—£3,788-£5,438 (yn eiddau ar gyfer Medi 1980).

Yn eiddau ar gyfer Medi 1980—

DARLITHYDD GRADDFA 1 mewn GARD-DMWRIETH AC ASTUDIAETHAU'R AMGYLCHFYD

Dylai ymgyddwyr fod a' chymysgaru a phroffad addas a byddai'n gallu i'w darlithwyr yn dymuniad.

Cyflwynwch ym 10 Ionawr A.B. Burnham i Darlithydd 1—£3,788-£5,438 (yn eiddau ar gyfer Medi 1980).

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Dylai ymgyddwyr fod a' chymysgaru a phroffad addas a byddai'n gallu i'w darlithwyr yn dymuniad.

Cyflwynwch ym 10 Ionawr A.B. Burnham i Darlithydd 1—£3,788-£5,438 (yn eiddau ar gyfer Medi 1980).

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Leeds LS1 3HE
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LONDON COLLEGE
AMERICAN INTERNATIONAL COLLEGE OF LONDON
 ASSISTANT DEAN OF STUDENTS
 RESPONSIBILITIES:
 energetic person
 assuming responsibilities
 planning/supervising upper
 programs of racial, cultural
 and for assisting campus
 students in areas of
 and/or international but c
 per cent of the students a
 United States.
 position is intended to
 salary \$5,600 and lodging
 good.
 Salary \$5,600, with good
 allowances. Including car
 and the names and a
 two referees should be
 enclosed. Enclose R.C.
 college. Queen's Head, R
 address TWID 63P.

TECHNIC
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(TEC)

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September, 1980.
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to either:

Applicants for the scholarship should be either A level Chemistry and Mathematics or an applied science or ONC in Science. The application form may be obtained from the School of Natural Sciences, Hatfield, Herts AL10 8AA.

POLYTECHNIC
of Physical Education
and Health Studies
**PHYSICAL
EDUCATION AND
HEALTH STUDIES**

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HEREFORD & WORCESTER**COUNTY COUNCIL**

H.M. Remand Centre
Brockhill, Nr. Redditch, Worcs.

EDUCATION OFFICER

(Salary Scale Burnham F.E. Lecturer II
£4,806 to £7,886)

The above post falls vacant on 1st September 1980 on the retirement of the present holder. Applications are invited from suitably qualified and experienced teachers for this administrative post, which requires imagination, initiative and responsibility.

Further details and application forms (returnable by 8th May 1980) from County Education Officer (Ref. R/MA), Education Office, Castle Street, Worcester WR1 3AG.

LONDON BOROUGH OF CROYDON**APPOINTMENT OF****GENERAL INSPECTOR**

TO SPECIALISE IN CRAFT,
DESIGN AND TECHNOLOGY

Applications are invited for the post of General Inspector tenable from 1st September, 1980, to specialise in Craft, Design and Technology and have the oversight of the Health and Safety at Work Act in Schools and Colleges. Applicants should have a good Honours Degree and have held a senior post(s) in Schools or Colleges or have worked in the Advisory Service. Salary, Southbury Range, Head Teacher Group 10, £10,251-£11,558, London Allowance of £408. A car allowance is payable.

Particulars and application forms to be returned by Friday, 9th May, 1980, may be obtained from the Director of Education, Taberner House, Park Lane, Croydon CR9 1TP.

SCHOOLS COUNCIL**Field Officer Appointment**

A vacancy occurs in the Council's Field Officer team in September, 1980. The officer will work in the following areas: Derbyshire, Nottinghamshire, Lincolnshire, Leicestershire and Warwickshire. Applications are invited from head teachers and others with experience of teaching and of senior responsibility in schools, teachers' centres, colleges of education and further education colleges, and from LEA advisers.

Field Officers are the links of the Council with LEAs and work closely with the Council's programmes of work. Council committees and projects of the Council, the work spanning the whole of the educational field. Applicants for this key post should have experience of curriculum development in the classroom and an active interest in the work of teachers' centres. Salary offered is on the scale £6,500-£10,500. This is a home-based appointment and the successful candidate will be expected to reside within a reasonable distance of his/her area.

Further information and application forms may be obtained from Mrs. A. Stewart, Schools Council, 180 Great Portland Street, London, W1N 6LL. Tel: 01-580 0352, ext. 381. Closing date for receipt of applications is Friday 9th May. Interviews will take place on Wednesday, 21st May.

Education Advisers

(Burnham H/T Group 9).

Salary £10,236 to £11,040 p.a. incl.

Vacancies exist in the following specialisms—

(a) Multi-Cultural Education

(b) Modern Languages/Classical Studies

(c) Home Economics

Applications are invited from qualified and experienced teachers for the above posts. Relevant experience in these specific areas is essential.

London Borough of

BRENT

In addition to advising on their own specialist subject the successful candidates will be required to share with other Advisers responsibilities for Probationary Teachers over the full range of subjects.

He or she will also be required to advise, as necessary, on the design of specialist rooms to promote in-service training courses for teachers.

Essential Car User Allowance payable. The Council offers generous relocation expenses.

Additional information, application forms and job descriptions from the Administration Manager, Room 705, Brent House, High Road, Wembley, Middlesex, returnable by 12.1.1980. Telephone 01-803 0371 (24-hour Answering service). Reference number E/9/JD must be quoted.

ADMINISTRATION**General continued****LONDON, ES****CONTRACT MANAGER****EDUCATIONAL BUILDING****CONTRACTS****THE BRITISH REGIONAL****EXAMINATIONS BOARD****HOME ECONOMICS****ABILITY TO WORK AS MEMBER OF****STAFF****HARINGEY**

International House has vacancies for qualified and

Experienced Teachers

of English as a Foreign Language in its affiliated schools in Southern Europe, North Africa and Turkey for the next academic year.

Applications are invited from single status teachers or couples who are both prepared to teach.

For further information and an application form write to Teacher Selection Department, English International 106 Piccadilly, London W.1.

BOROUGH OF HARINGEY

ENGLISH LANGUAGE RESOURCE CENTRE

This Centre is the base for a team of specialist teachers who work throughout the borough with pupils needing help in English (as a Second Language) and further English language development. Team members are also involved with disseminating information, materials and techniques through in-school courses and staff or departmental discussions. Resource Centre teachers meet together once per week for their own in-service training and materials preparation. There are the following vacancies:

- 1) Primary Team
- 2) Post for an experienced and qualified teacher to be based in one of the borough's Primary schools to work largely alongside teachers in their classrooms to support the English language development of bilingual children.
- 3) Temporary post to replace a teacher on maternity leave.
- 4) Secondary Team
- 5) Posts for experienced and qualified teachers which will involve them in working in one of the borough's comprehensive schools, teaching and supporting the developing English of bilingual 11-18 year olds in close co-operation with subject teachers and colleagues in all departments within the school.

Applicants should have teaching experience in British multi-cultural schools and appropriate qualifications (e.g. RSA Certificate) in teaching English (as a Second Language).

All these posts carry a Scale 2 salary. London Allowances (£200) payable. Removal Expenses 100 per cent allowed in approved cases. Forms of application and further particulars available from Chief Education Officer, Education Offices, Somerset Road, N17 9EH, to be returned by 12 May.

Inspector for Mathematics

£9,188-£9,987

To be responsible to the General Inspector for Mathematics for advising on mathematics and to an Area Inspector as a member of an Area team for general advisory work in a group of schools. An interest in computer education would be an advantage.

Inspector for Modern Languages

£9,188-£9,987

To be responsible to the General Inspector for Modern Languages for advising on modern languages and to an Area Inspector for general advisory work in a group of schools.

A knowledge of German is essential for this post. An interest in Classics, European Studies or English as a foreign language would be an advantage. Applicants for both these posts should have appropriate qualifications together with substantial teaching experience, some of it in a senior post. Members of the Surrey Inspectorate are normally based at one of the Area offices at Weybridge, Guildford, Woking, Reigate or Leatherhead. It is likely that the successful candidate for the mathematics post will be based at Reigate and the languages post at Woking.

Application form from County Education Officer (Ref: NTP), County Hall, Kingston upon Thames, Tel: 01-846 1050, Ext. 3187 or 8.



MISCELLANEOUS

THE WATER ADVENTURE CENTRE
An innovative adventure play centre for children aged 5-12. The centre is situated in a beautiful park and offers a wide range of activities including climbing, swimming, and team building exercises. Applications for staff and volunteers are invited.

LONDON
A variety of courses and activities available for children and adults. Includes language courses, art workshops, and sports activities. Contact for more information.

NORTH TYNSIDE
A range of educational and recreational activities for children. Includes music lessons, dance classes, and outdoor games. Contact for details.

SUMMER SCHOOL
A week-long summer school for children aged 10-15. Offers a mix of academic subjects and practical activities. Places are limited, so apply early.

QUALIFIED AND EXPERIENCED TEACHERS
Vacancies for qualified and experienced teachers in various subjects. Competitive salaries and excellent benefits. Apply to the relevant authority.

GLoucestershire
A range of educational and recreational activities for children. Includes sports, arts, and science projects. Contact for more information.

Outdoor Education
A variety of outdoor education courses and activities. Includes team building, survival training, and environmental studies. Contact for details.

CUMBRIA
A range of educational and recreational activities for children. Includes outdoor sports, arts, and science projects. Contact for more information.

LAKELAND TRAINING GROUP LIMITED
A range of training and development courses for adults. Includes management training, personal development, and professional skills courses. Contact for details.

GROUP INSTRUCTORS
Vacancies for group instructors in various subjects. Includes sports, arts, and science. Competitive salaries and excellent benefits. Apply to the relevant authority.

SNOWDONIA
A range of educational and recreational activities for children. Includes outdoor sports, arts, and science projects. Contact for more information.

REGIONAL OF ADVENTURE (TE)
A range of adventure training courses for adults. Includes team building, survival training, and leadership courses. Contact for details.

English as a Foreign Language
A range of English as a foreign language courses for adults. Includes grammar, vocabulary, and listening exercises. Contact for more information.

COURSE LEADERS AND TUTORS - E.F.L.
Vacancies for course leaders and tutors in English as a foreign language. Includes teaching and supervising students. Contact for details.

WEST GERMANY
A range of educational and recreational activities for children. Includes outdoor sports, arts, and science projects. Contact for more information.

BARNET

A range of educational and recreational activities for children. Includes outdoor sports, arts, and science projects. Contact for more information.

EAST SUSSEX
A range of educational and recreational activities for children. Includes outdoor sports, arts, and science projects. Contact for more information.

Worcestershire
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TRAINER REQUIRED

McGraw Hill Book Company requires a freelance trainer to administer courses in client companies. The work involves visiting companies anywhere in the United Kingdom, but mostly in the South-East, to run a course of 15 hours duration, spread over five days. Initially the work will be very intermittent but as business expands more regular work will become available. Pay will be £30 per day plus all travelling expenses whilst working. This job would suit a non-working teacher looking for part-time work. Persons available at certain times of year only would be considered.

For full details please write or telephone in the first instance to:

Hugh Murray,
McGraw Hill Book Co (UK) Ltd,
Shoppenhangers Road,
Maidenhead, Berkshire SL6 2QL
Telephone: Maidenhead 0628 23432

Craft Instructors

TRAINING WORKSHOP

Salary: Barnham FE Lecturer 1
£4,377 to £7,047 per annum, inclusive (comparability award pending)

Five experienced adults with industrial, commercial or teaching experience are required to fill posts in a new Training Workshop being established under the MCA Youth Opportunities Programme. Candidates should have sympathetic understanding of the problems of the young unemployed. Emphasis will be placed on team work in this demanding but rewarding scheme.

Vocational areas: Building Trades; General Engineering; Fabric and Handicrafts; Office and Administrative Skills; Life and Social Skills.

NUC Conditions of Service. Generous relocation expenses available.

Application forms and job descriptions from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable by May 9, 1980. Telephone: 01-903 0371 (24-hour Answering Service). Reference number E/41/JD must be quoted.

London Borough of BRENT



THE THOMAS AND ELIZABETH WILLIAMS SCHOLARSHIPS KIDWELLY SCHOLARSHIPS

Applications are invited for Postgraduate Scholarships from university honours graduates and also persons possessing professional or technical qualifications equivalent to a university honours degree. Applications are not restricted to a particular field of study, but special consideration will be given to applicants desiring to enter upon postgraduate work in the United States of America. The Scholarships will be awarded to men of a substantial character, and normally intended to meet the cost of tuition, maintenance and travel of the successful applicants.

Applicants must have been resident for at least two years during the ten years immediately preceding the date of application or have attended for two years an educational establishment within the area constituting:

- (a) The Communities of Kidwelly and St. Ishmael.
- (b) The Communities of Burry Port, Pembrey, Llanelli and Llangendwr.
- (c) The remainder of Carmarthenshire District, Dinefwr District and Llanelli District (with the exception of the Communities of Llanelli, Llanelli Rural and Pontyberem).

In the award of Scholarships preference will be given to candidates who satisfy the requirements within category (a) above, and if there are no worthy applicants or not a sufficient number of worthy applicants to satisfy such requirements, Scholarships may be granted to persons who satisfy the requirements of category (b) and therefore Category (c) Candidates must not be above the age of thirty years at the date of application for a Scholarship.

Further particulars and form of application are obtainable from the undersigned on receipt of a stamped addressed foolscap envelope, and completed applications must be returned not later than 30th May, 1980. W. J. Phillips, Director of Education, Education Department, Pibwriwyd, Carmarthenshire.

FOREIGN LANGUAGE

A range of foreign language courses for adults. Includes French, German, and Spanish. Contact for more information.

TEACHERS
Vacancies for teachers in various subjects. Includes English, Mathematics, and Science. Competitive salaries and excellent benefits. Apply to the relevant authority.

W. J. Phillips
A range of educational and recreational activities for children. Includes outdoor sports, arts, and science projects. Contact for more information.

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Educational Courses

A range of educational courses for adults. Includes English, Mathematics, and Science. Contact for more information.

FIELD STUDY AND OUTDOOR PURSUITS
A range of field study and outdoor pursuits courses for adults. Includes team building, survival training, and environmental studies. Contact for details.

GERMANY
A range of German language courses for adults. Includes grammar, vocabulary, and listening exercises. Contact for more information.

ITALIAN IN VENICE
A range of Italian language courses for adults. Includes grammar, vocabulary, and listening exercises. Contact for more information.

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28th July-1st August, 1980
Closing date: Monday, 30th June, 1980

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28th July-1st August, 1980
Closing date: Monday, 30th June, 1980

INLAND CANOEING:
28th July-1st August, 1980
Closing date: Monday, 30th June, 1980

C. SEA CANOEING:
4th-8th August, 1980
Closing date: Monday, 30th June, 1980

MOUNTAINEERING:
4th-8th August, 1980
Closing date: Monday, 30th June, 1980

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Applications are invited for Postgraduate Scholarships from university honours graduates and also persons possessing professional or technical qualifications equivalent to a university honours degree. Applications are not restricted to a particular field of study, but special consideration will be given to applicants desiring to enter upon postgraduate work in the United States of America. The Scholarships will be awarded to men of a substantial character, and normally intended to meet the cost of tuition, maintenance and travel of the successful applicants.

Applicants must have been resident for at least two years during the ten years immediately preceding the date of application or have attended for two years an educational establishment within the area constituting:

- (a) The Communities of Llanelli District, Carmarthen District and Dinefwr District, with the exception of the Communities of Kidwelly, St. Ishmael, Burry Port, Pembrey, Llanelli Rural and Pontyberem.
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In the award of Scholarships preference will be given to candidates who satisfy the requirements within category (a) above, and if there are no worthy applicants or not a sufficient number of worthy applicants to satisfy the requirements of that category, then category (b). Candidates must not be above the age of thirty years at the date of application for a Scholarship.

Further particulars and forms of application are obtainable from the undersigned on receipt of a stamped addressed foolscap envelope, and completed applications must be returned not later than 30th May, 1980. W. J. Phillips, Director of Education, Education Department, Pibwriwyd, Carmarthenshire.

Further particulars and forms of application are obtainable from the undersigned on receipt of a stamped addressed foolscap envelope, and completed applications must be returned not later than 30th May, 1980. W. J. Phillips, Director of Education, Education Department, Pibwriwyd, Carmarthenshire.

Break

Health and beauty

Hush me! mouth; not a word about S***ding C's, nor even about Clegg (which Rolls shall I order, the Corniche or just the boring old Silver Shadow?). As always during the school holidays I tried very hard while preparing this column not to think of such things and to look instead for my periodic injection of beauty and culture.

Not finding much beauty or culture in Leicester Square at 9.30 on a Monday morning (unless you count a man singing the Prologue to Paganini while rapping with a bottle in his hand) I passed on to the Royal Academy where there is an exhibition of paintings and other art objects from the collection of Lord Leverhulme. I was a bit disappointed that Holman Hunt's *The Scapeloat* has not travelled from Port Sunlight. I like this painting very much, though it may be that I am really attracted to it by the vision of old Holman looking to the Dead Sea with an unfortunate goat, all in the name of authenticity. I believe the goat died on the way, so he had to cheat after all.

Dante Gabriel Rossetti's *The Blessed Damozel*, which I also admire, is on show, but on the morning I was there I could see very little of it for my own reflection in the glass. I amused myself for a few moments trying to construct an advertisement for the Damozel's hair, but I gave up when I suddenly realised she looked healthier than me—which, given your average Pre-Raphaelite complexion, is probably a bit worrying. There are lots of lovely things to see in this exhibition, I hasten to say, including an excellent exposition of the growth of Port Sunlight.

On the waterfront

Later in the same week I went to Liverpool. While I was there I visited the waterfront site of the planned Maritime Museum. The Merseyside County Council has provided a site for the museum, but this project, which involves the conversion and rejuvenation of some old buildings and a 200-year old dry dock.

Mervyn Highton, Development Officer for the project, explained to me that the Merseyside County Museum—parent of the venture—has a very large and important collection of maritime material. "Second only to Greenwich, and different in that the emphasis is mercantile rather than naval."

The Gaining Graving Dock is an

exhibit in itself. It dates from 1765 and its immediate surroundings—cobblestone walkways, bollards, iron capstans—have remained largely unaltered. The plan is to dam the entrance to the dock, dredge out the silt, fill it with water and float eight of the museum's boats in it, including Sir Alec Rose's round-the-world yacht, *Lively Lady*. Fifteen more boats will be housed in a converted warehouse near by and another building, the Old Pilotage, will become a visitors' centre with bookshop, audio-visual room and facilities for school parties.

Mersey Pilor launches still go out from the Old Pilotage and will continue to do so when the museum opens, underlining the fact that this whole venture is as much concerned with explaining present activity as it is with preserving the old. To this end there will be a River Room with closed-circuit television which will bring passing ships up close for observation.

The whole project—which opens on July 8 this year—is imaginative and heartening to see. Even more exciting is the possibility that this relatively limited scheme will later grow into a very ambitious maritime museum. It ought to happen. Liverpool was our most important merchant port during the whole of the time when we were the greatest sea trading nation. Slave traders

sailed from Liverpool; seamen on the convoys of two world wars strained for the first glimpse of its dockside buildings. A rich part of our history is just asking to be celebrated here in the shadow of the Liver Building.

Developing issue

An interesting educational issue raised its head in the unlikely pages of *Amateur Photographer* recently. A few weeks ago it published some excellent photographs by a young man called Andrew Dunsmore. He was, it seems, a product of an O level photography course at St Joseph's College in Beulah Hill—an RC boys' school, grammar turned comprehensive. The punch line was that despite his work being good enough for publication in a national photographic magazine, he had in fact failed his O level.

A little later a letter in the magazine from his teacher confirmed this fact. The problem, as you might have guessed, is the existence of a written theory paper. I spoke to the teacher—Diana Mantoura—and she was of the opinion that this particular O level photography paper, run by the Associated Examining Board, is too heavily weighted towards theory.

There are, it seems, five essay-type answers to write. The practical element consists of the submission

of some four to six photographs on a selected theme. Her view is that too many enthusiastic and capable young photographers are either failing the course or being put off from entry and that this is a serious discouragement at a crucial stage.

What we have here is the age-old problem of the intrusion of theory into practical courses. Without doubt some theoretical work is invariably necessary and relevant. This problem is one of balance, and whether or not a written paper is testing English as well as the subject on the title page. Diana Mantoura feels that a multiple choice paper might be fairer than one which has essay questions.

Since then, however, *Amateur Photographer* correspondence has been joined by a counter view from a teacher who points out first that the AEB examination is highly biased towards the practical (the written examination carrying only a third of the marks); second, that the board works hard at communication with teachers; and third, that modern cameras are so fool-proof that written work is necessary to demonstrate adequate knowledge. He also says that the AEB is the only board offering photography and is thus to be commended.

An interesting debate, from which I will now withdraw.

As a matter of interest I asked Diana Mantoura how she herself became interested in photography. Through travel and contact with sports photographers was the answer. And why was she travelling and meeting sports photographers? Because as Diana Harris she was an international swimmer, winner of two gold medals at the 1966 Commonwealth Games and Captain of our Ladies' Swimming Team in 1970.

Calling the tune

Talking of qualifications, I see that the Arts Council has put up a bursary for the advanced training of a piano tuner/technician. There is a shortage of people who have the very particular esoteric skills needed to keep concert pianos in good condition. In fact, piano

tuners at all levels seem to be more than enough work on their hands as you will know if you have tried to book one lately.

Bob Glazebrook, Chief Course Technician at Steinway, which where the Arts Council student would be trained for a year, thinks the shortage is partly because piano tuning has the wrong sort of image. I think he is probably right.

Classified ads seem to imply that if you buy the right gadget you can go out and start tuning the next day. In fact, looking after pianos is a highly skilled craft. At the London School of Furniture, for example, tuner/technicians are trained along with instrument makers in the Department of Musical Instrument Technology. The course lasts four years, and at the end of it a wide variety of opportunities are open. A tuner can work on his own, or he can go to a piano maker. The point is that he has a very scarce skill.

I wondered what sort of recruits are needed, thinking of all the careers teachers and house heads out there.

Not musicians, particularly, it seems. Bob Glazebrook says that they are sometimes approached by "frustrated musicians" who want what are wanted are "practical people who are not afraid of getting their hands dirty."

A good ear is a prerequisite, though, as you might expect, the London College of Furniture applicants are tested for aural discrimination as part of their selection.

So, do you have in the fifth or sixth form an intelligent person more interested in what we technicians call "tuning" than in pure academic work and not particularly attracted to the traditional apprenticeship route into industry? Does he or she also have a "good ear"? (though this might not be obvious, because while every musician has a good ear, not every one with a good ear wants to be a musician.) If so, then perhaps you now have another career avenue to explore.

Gerald Holt

Scripts for school

Back in Coventry I called in at the Belgrade Theatre to see the theatre in education team preparing for the coming term. The Belgrade pioneered theatre in education just 15 years ago and still probably leads the field. The aim in Coventry is to produce specially devised works which will involve the audience and knit into the curriculum of the schools.

The nine actor/teachers—this is what they are called—work together in groups of three or so to devise, improvise and present scripts. In the past they have covered such topics as the Craig and Bentley Case, whale conservation and industrial disputes and issues from the past.

One of the teams I saw was working on *Land Rush*, which is about Westward expansion in early America, and another was doing *The Klondike* which tells the story of the discovery of gold in Alaska. The important thing about this kind of drama, surely, is that it brings to life in school the vital elements of emotion and human commitment. Without them, historical events would never have happened.

From what I saw, Coventry is well served by its theatre in education team. They radiate energy and enthusiasm and, above all, there is an obvious concern for the educational purpose of their work. They can hardly be in it for the money either.



Mike Dowling and Barbara Watts of the Belgrade Theatre in Education Group, Coventry, rehearsing *Land Rush*.

Next week

We've had the Inspectors and the academics—but what do the children think of their primary schools? Full report on the views of the 3,000 children from over 300 schools who entered the TES "What I do on Monday" competition.

John Russell Taylor on horror films

Norman Stone on television

Books: Harry Ree on examination systems; Edward Bligh on two novels about growing up; John Messenger on popularizing science

Bridge

Sometimes even when you have a complete count of the hand, you cannot guarantee the contract. Declarer took advantage of a small error by the defence on this deal:

North: A 10 8 6 4 3 2, K 7 5 3, Q 9 8 7 6 5 4 3 2, J 10 9 8 7 6 5 4 3 2. South: K A 10 9 8 7 6 5 4 3 2, Q 7 6 5 4 3 2, J 10 9 8 7 6 5 4 3 2, A 10 9 8 7 6 5 4 3 2.

West led the 8 of hearts against 3 NT. East captured the Queen with the Ace and returned the Jack. Declarer held out, and won the third heart lead, as West discarded a diamond. Prospects were not good. If East held either the diamond Ace or the spade King he would defeat the contract, unless the spade King was singleton.

There was nothing for it but to try the spades, and the Queen and Jack both won, making it look as if West has started with four or five to the King. South continued with the King of diamonds which West took with the Ace, getting off lead with another diamond. On the third and fourth diamond tricks, West threw two clubs, and East a spade and a heart.

Declarer now had a complete count—try it for yourself—and could visualise the remaining cards. West had begun with 4-2-3-4, East

with 3-5-2-3, and this was the position:

South needs three tricks, and is in a dilemma. If East holds the club King, leading the 7 of hearts will end-play him in clubs. If West holds the club King, the Ace and another club will end-play him in spades. Which to do? South drew the right inference from West's earlier reluctance to lead clubs, and put him on lead at the 11th trick, with the club King, thus scoring dummy's last two spades for his contract.

The slight error was West's failure to lead a club when in with his diamond Ace. This prospect South with a horrible choice, before he has had time to get a count.

West opened one, and over-

North's double South bid 3 NT, a bad bid since the contract should be defeated whereas 4 Hearts is solid. West's nerve held, and he led the spade Jack to South's Queen—any other suit lead makes life easy for declarer. The problem is: what should South lead now?

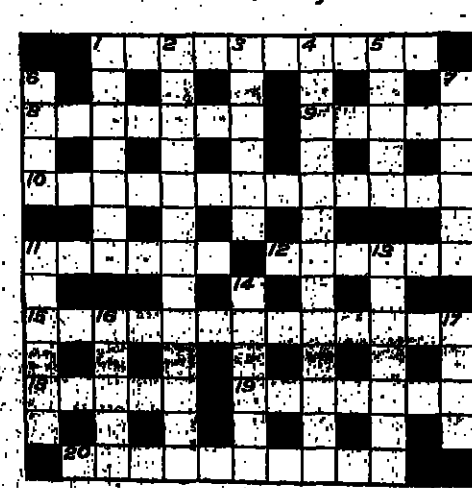
Clearly he must leave spades and clubs alone. The trouble is that a lead in either of the other suits will lose to the Ace, the remaining spade control will be driven out, and the defence will simply wait with their second Ace as an entry to the established spade winners. So, declarer must steal a trick, but in which suit?

It is perhaps not too hard to work out that the shorter suit must be played. If declarer can take just one trick in hearts, he can make an immediate switch to diamonds and come to a total of nine: 2 spades, 1 heart, 4 diamonds and 2 clubs. Stealing a trick in diamonds does not bring the same result.

This type of theft has to be done quickly, so declarer led the Jack of hearts to the second trick, for all the world as if hoping to find the Queen and Queen well placed. "Now," he thought, "I have held the Queen West ducked smoothly and it was all over. Not so, for West (how often West is the victim!), entirely to my surprise, South might have held 5 AQ. Now, I can O Jxxxx in which I can pick up with the Ace of hearts and I can win the contract."

John Graham

Crossword No 1,185



Across

- 1 Essential for care of horses' backs (6).
- 2 Breachless' tenants makes one hungry (5, 8).
- 3 Would be made the Aetolian patient? (5).
- 4 Fortress booked by Cleopatra (5, 2, 6).
- 5 Subdue (5).
- 6 Rook's were dusty (6).

Down

- 7 Throated in while urgent to drive (7).
- 8 Had confident (Browning) (5).
- 9 Complaint of a dumb blonde, for instance (7).
- 10 Coloured beggars in the wind section (10).

Solution to Puzzle No 1,184

